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ABSTRACT

This curriculum guide, prepared by workshop participants under Title III ESEA, Project Social Studies, uses Moscow as a case study for analyzing all factors that influence the growth of cities. The unit problem-What role do geographic factors play in the development of cities in the Soviet Union as centers for political, economic, and cultural activities as compared to other cities throughout the world--is investigated through ten individualized, flexibly designed lessons. Broad generalizations for the unit are: 1) geographic surroundings influence the location and development of cities; 2) national cultural forces help determine the importance of population centers; 3) cities evolve as a result of the basic interdependence of people and serve as their center of culture, industry, and government; and, 4) sustenance and revitalization of the city are the responsibility of every citizen. A number of skills are expected to develop as a result of this learning experience. Among them: 1) formulating and proving hypothesis; 2) conducting research; 3) using and developing maps; and, 4) gathering data from non-book materials. Transparencies, tapes, and films are integral to the lessons, and learning activities include simulation, small group discussions, and games. An appendix lists the suggested audio-visual materials and their sources. (JLB)

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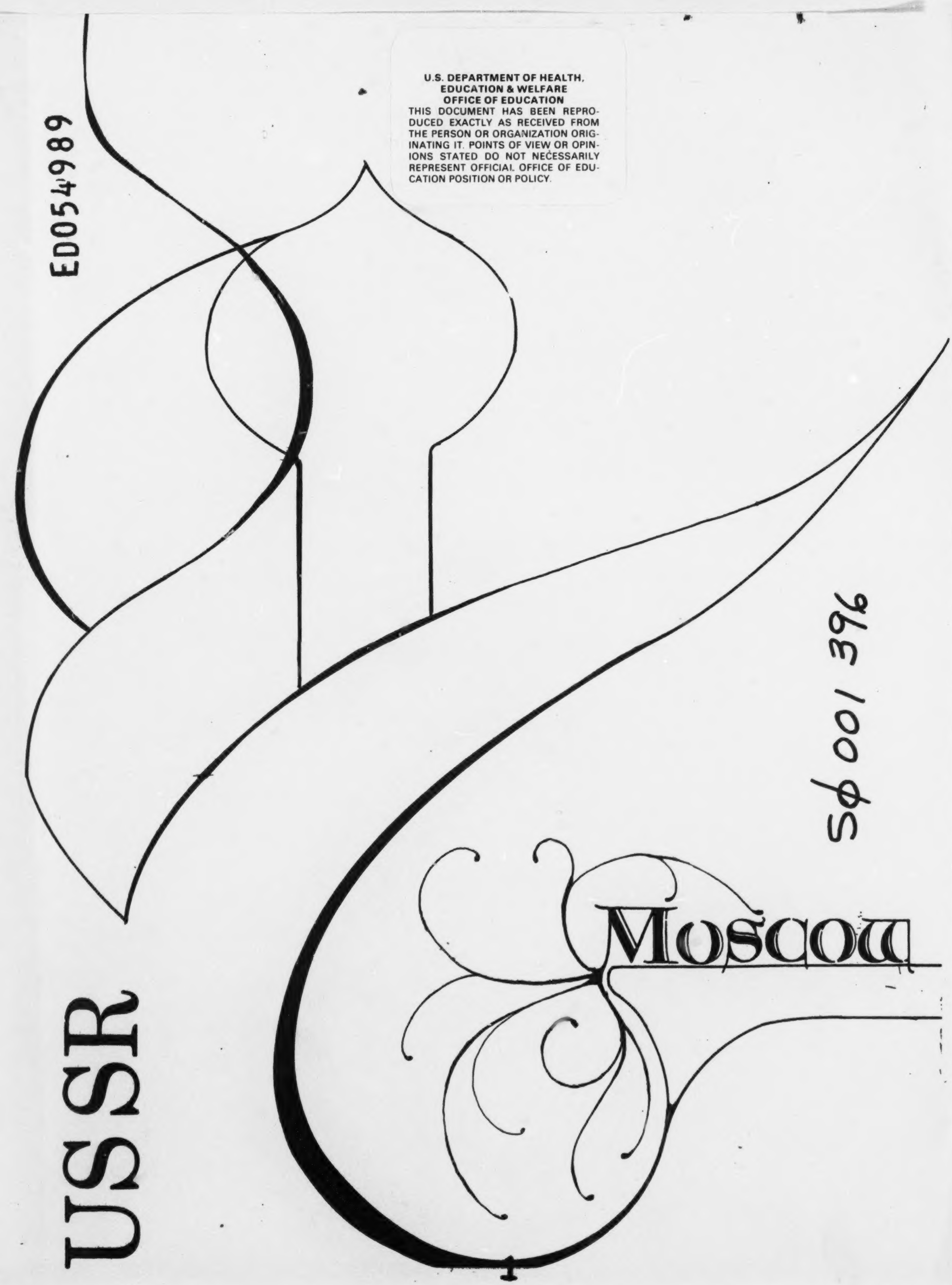

USSR

Moscow

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TITLE III ESEA - PROJECT SOCIAL STUDIES
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To the Teacher:

The workshop participants who were responsible for developing this learning experience on U.S.S.R. - Moscow believe that the study should involve all factors that influence the growth of cities. The study of U.S.S.R. - Moscow should result in some worthwhile learning that may be applied to the student's function in society today and in the future.

The experience includes:

1. A long-range resource unit which will enable the teacher to plan for individualized instruction.
2. An exposure to universal learnings of topographical and geographical concepts.
3. A study of socio-cultural, economic and urbanization changes that may have a great impact on the changing role of any city.
4. A study of U.S.S.R. - Moscow today through a simulation experience.

Learning experiences are simply suggested and are designed as examples of lesson plans accompanying learning stations. It would be unwise for the teacher to adopt any one of these plans without giving due consideration to the needs, interests, and abilities of the individual student, to the dynamics of her own classroom and her own teaching personality.

The lessons have been developed sequentially so that the teacher may understand how lessons are tied together in the development of any learning experience.

The unit is open-ended so that the teacher may add to the concepts and activities.

Lauretta V. La Voie
Acting Coordinator,
Title III ESEA
Project Social Studies

Acknowledgements

Title III ESEA, Project Social Studies Offices wishes to acknowledge the long hours of work spent by workshop participants in the creation of this learning experience.

Workshop Participants

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Joel Drapalski - Marley Junior High School
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Ronald Bossom - Marley Junior High School
Joseph Gorden - Annapolis Junior High School

Special thanks to Mr. Thomas Drowsky and Mr. Joel Drapalski who spent additional hours in refining this unit for publication.

INTRODUCTORY STATEMENT

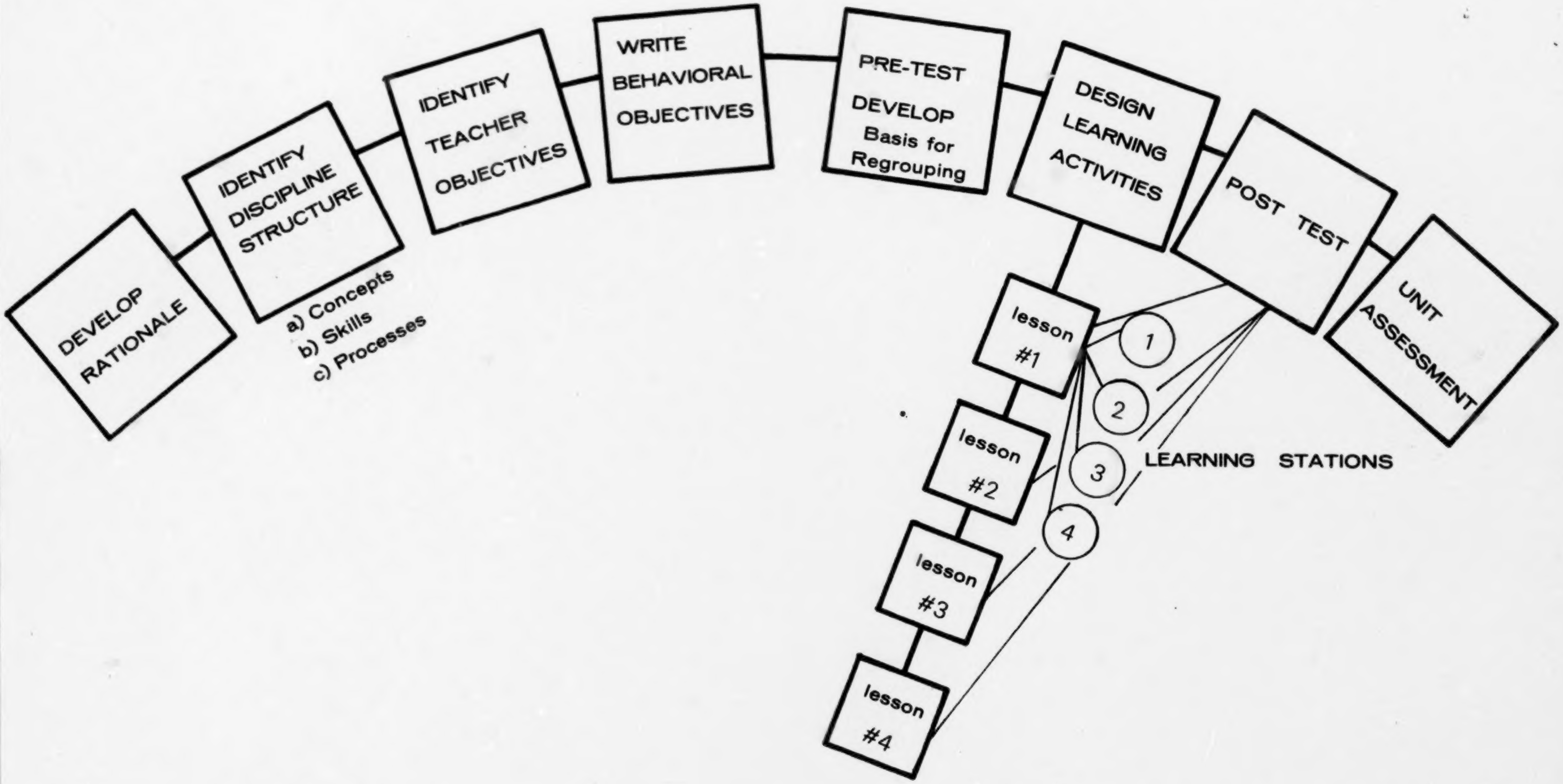
The workshop participants believe that a major concern of today's education should be to better provide for the needs, interests and abilities of the individual student through the increased use of a variety of learning experiences and materials within the individual classroom. Such a variety is needed if we are to help the student better understand himself, his environment, and his fellowman so as to prepare a person able to function effectively in today's society and that of the future.

Rocognizing the importance of providing such varied learning opportunities, the workshop participants accept this challenge of attempting to provide for the involvement and satisfaction of each individual student and the achievement of his maximum potential.

BROAD GENERALIZATIONS

1. Geographic surroundings influence the location and development of cities.
2. The national cultural forces help to determine the importance of population centers.
3. Cities evolve as a result of the basic interdependence of people and serve as their center of culture, industry and government.
4. Sustenance and revitalization of the city are the responsibility of every citizen.

BASIC MODEL FOR INSTRUCTIONAL DECISION MAKING


DEVELOP RATIONALE
IDENTIFY DISCIPLINE STRUCTURE
a) Concepts
b) Skills
c) Processes
IDENTIFY TEACHER OBJECTIVES
WRITE BEHAVIORAL OBJECTIVES
PRE-TEST
DEVELOP Basis for Regrouping
DESIGN LEARNING ACTIVITIES
POST TEST
UNIT ASSESSMENT
lesson #1
lesson #2
lesson #3
lesson #4
1
2
3
4
LEARNING STATIONS

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KEY CONCEPTS

- Climate
- Physical Features
- Socio-Cultural Change
- Economic Change
- Urbanization
- Changing Role of the Cities

SUGGESTED SKILLS INCORPORATED IN THE U.S.S.R. - MOSCOW EXPERIENCE

Develop and enhance group interaction and social skills
Making educated guesses
Formulating and proving hypotheses
Conducting research
Drawing conclusions
Preparing and interpreting political cartoons
Making generalizations
Interpreting time lines
Drawing inferences
Using and developing maps
Interpreting raw data
Practice in recitation and reporting
Utilizing simple note taking skills
Listening for specific data
Supporting answers with facts
Gathering data from non-book materials
Asking probing questions
Working independently
Working in small groups
Decision-making
Observing
Organizing and getting main ideas
Creative verbal and/or non-verbal expression
Applying previous knowledge
Critical reading
Self-direction
Evaluation

TEACHER OBJECTIVES

1. To have students utilize a variety of audio-visual media as a means for gathering and interpreting data.

2. To develop and utilize various skills through the use of learning stations in order to improve individual involvement.

3. To create learning situations that provide for individual, small group and total class experiences.

4. To provide numerous opportunities for a greater degree of individual choice and self-determination in the achievement of learning goals.

5. To acquaint students with the use of the inquiry method as a learning process.

6. To organize and present learning experiences in such a manner as to stimulate student interest in the U.S.S.R. - Moscow.

7. To have students become aware of the importance of geographic influences upon the development of urban centers.

8. To have students become aware of a contrasting culture.

STUDENT OBJECTIVES

Cognitive:

The student will be able to:

1. Demonstrate ability to work independently, in small groups or in a regular classroom situation successfully.
2. Operate various multi-media equipment for use in conducting research.
3. Gather and interpret a variety of source material in order to arrive at valid conclusions.
4. Formulate meaningful hypotheses as guides to future learning situations.
5. Demonstrate individual creative skills (e.g., speaking, writing, dramatizing, artistic, etc.).
6. Observe and listen for specific data.
7. Cite basic characteristics of cities throughout the world.
8. State how an area's economy, political structures and patterns of urban development are affected by geographical influences.

Affective:

The student will be able to:

1. Develop willingness to listen to and respect varying points of view.
2. Appreciate diverse cultural situations.
3. Express his own informed opinion and challenge those of others.

UNIT PROBLEM

What role do geographic factors play in the development of cities in the Soviet Union as centers for political, economic, and cultural activities as compared to other cities throughout the world?

RESOURCE UNIT STRUCTURE FOR INDIVIDUALIZED PRESCRIBED INSTRUCTION

(Long Range Planning)

Unit Topic: U.S.S.R. - Moscow

Unit Problem: Is all Russia alike?

Subject: Climate and Physical Features

Behavioral Objectives	Content	Concept	Skills	Activity	Group
Each student will be able to recognize and name six types of climate and six topographical features found within the Soviet Union.	Types of Climate: 1. Tundra 2. Taiga 3. Desert 4. Steppe 5. Mediterranean 6. Humid Continental	1. The Soviet Union is a land of varied climates. 2. The Soviet Union possesses a variety of physical features.	1. Using and developing maps. 2. Making educated guesses.	Dramatization on tape, accompanied by visuals, followed by discussion. (See L.P. #1)	Large Group
			3. Conducting research. 4. Formulating and proving hypotheses. 5. Observing.	Recording of Overture of 1812 and formulating hypotheses on climate. (See L.P. #2)	Large Group and Individual research by students
			6. Decision-making.	Reference skills on climatic regions.	Individual
			7. Gathering data from non-book materials.	Learning stations.	Small Group
					Individual
Students will be able to explain in writing that several possible geographical features have led to the growth and development of cities as population centers.	Topographical Features: 1. Mountains 2. Plains 3. Plateaus 4. Rivers 5. Oceans 6. Seas	Various geographical features have contributed to the growth and development of cities.	8. Utilizing simple note-taking skills. 9. Listening for specific data.	Construction of bulletin boards on climate and physical features.	Small Group

RESOURCE UNIT STRUCTURE FOR INDIVIDUALIZED PRESCRIBED INSTRUCTION

(Long Range Planning)

Unit Topic: U.S.S.R. - Moscow   Unit Problem: Is all Russia alike?   Subject: Urbanization of cities.

Behavioral Objectives	Content	Concept	Skills	Activity	Group
Most students will be able to classify orally and state the bases of classification for population settlements in the Soviet Union.	Types of Settlements: 1. Primitive Community 2. Village 3. Town 4. City	1. One variable upon which the classification of settlement is dependent, is the size of the population. 2. The level of economic development is one of the factors in determining the types of population settlement.	1. Applying previous knowledge. 2. Educated guesses. 3. Formulating and proving hypotheses. 4. Making generalizations.	1. Secret work packet identification. Each envelope should contain necessary letters which when arranged will spell out the four types of population settlements. (See L.P. #4)	Small Group (4 or 5 students)
			5. Interpreting raw data. 6. Organizing and getting main ideas. 7. Decision-making.	2. Correlation using transparencies to identify the four types of population settlements.	Large Group

RESOURCE UNIT STRUCTURE FOR
INDIVIDUALIZED PRESCRIBED INSTRUCTION
(Long Range Planning)

Unit Topic: U.S.S.R. - Moscow

Unit Problem: Is all Russia alike?

Subject: Urbanization of cities

Behavioral Objectives	Content	Concept	Skills	Activity	Group
Many students will be able to tell in their own words at least six major characteristics of Soviet cities and how these same characteristics apply to other cities throughout the world.	Characteristics of Soviet cities: 1. Mass transportation. 2. Multi-dwelling housing. 3. Industry. 4. Varied educational facilities. 5. Cultural centers. 6. Public Services: a. Health b. Sanitation c. Power d. Water	All cities throughout the world share common characteristics.	1. Gathering data from non-book materials. 2. Utilizing simple note-taking skills. 3. Conducting research. 4. Organizing and getting main ideas. 5. Supporting answers with facts. 6. Looking for and listening for specific data. 7. Applying previous knowledge.	Learning stations. Slide presentation (Moscow) Construction of a chart comparing common characteristics of Soviet and American cities. Simulated bus tours of a Soviet and an American city.	Small group. Individual. Large group. Large group. Small group/ large group presentation.

Unit Topic: U.S.S.R. - Moscow

Unit Problem: Is all Russia alike?

Subject: Urbanization of cities

Behavioral Objectives	Content	Concept	Skills	Activity	Group
			8. Decision-making. 9. Making generalizations. 10. Practice in recitation and reporting. 11. Creative verbal expression. 12. Develop and enhance group interaction and social skills.		

RESOURCE UNIT STRUCTURE FOR INDIVIDUALIZED PRESCRIBED INSTRUCTION

(Long Range Planning)

Unit Topic: U.S.S.R. - Moscow

Unit Problem: Is all Russia alike?

Subject: Urbanization of cities

Behavioral Objectives	Content	Concept	Skills	Activity	Group
Most students will be able to construct a time-line in order to graphically recall and locate the city of Moscow.	Development of Moscow: 1. Slav migration. 2. Viking rule. 3. Mongol invasion. 4. Migration to Moscow. 5. Moscow as a Holy City. 6. Capital at St. Petersburg. 7. Napoleon's invasion. 8. Czar overthrown. 9. Lenin as leader.	Many factors affect the development of the city; they don't just happen.	Listening for specific data. Observing. Organizing and getting main ideas. Decision-making. Interpreting time line.	Distribution of prepared cards of major events. Listening and viewing overview presentation. Construction of time line. (See L.P. #7)	Individual Large group Individual. Small group.

I.P.I. page 2

Unit Topic: U.S.S.R. - Moscow
Unit Problem: Is all Russia alike?
Subject: Urbanization of cities

Behavioral Objectives	Content	Concept	Skills	Activity	Group
	10. Stalin comes to power. 11. German retreat from Russia. 12. Rise of Khrushchev. 13. Sputnik. 14. Kosygin and Brezhnev. 15. Luna 15.				

RESOURCE UNIT STRUCTURE FOR INDIVIDUALIZED PRESCRIBED INSTRUCTION

(Long Range Planning)

Unit Topic: U.S.S.R. - Moscow

Unit Problem: Is all Russia alike?

Subject: Urbanization of cities

Behavioral Objectives	Content	Concept	Skills	Activity	Group
Most students will be able to graphically identify the importance of Moscow to the rest of the Soviet Union and orally appraise its location as the capital city.		1. Urban centers tend to become the "hub" of activity within a country. 2. Though geographic conditions influence the location of major cities, they are by no means the sole determinent.	Formulating and proving hypotheses.	Construct charts.	Small group. Individual.
			Applying previous knowledge.	Oral presentation of constructed charts.	Individual.
			Drawing conclusions.		
			Making generalizations.	View filmstrip.	Large group.
			Evaluation.	Panel discussion	Individual. Small group. Large group.
			Practice in recitation and reporting.		
			Developing and enhancing group interaction and social skills.	"Kremlin" game (culminating activity) See L.P. #10	Individual. Small group.

LEARNING EXPERIENCE

Lesson Plan #1

I. Teacher Objectives:

1. To have students develop tentative hypotheses pertaining to population distribution within the Soviet Union.
2. To provide students with a variety of source materials in attempting to prove or disprove their hypotheses.
3. To stimulate individual student involvement in small group discussion.

II. Student Objectives:

1. All students will view a population map of the Soviet Union and list at least three possible reasons why the population is so distributed.
2. Each student will be able to list at least two geographical factors that have affected the growth of population centers.
3. Students will be able to participate actively in small group discussion and research.

III. Motivation:

Students will listen to a tape of a Russian citizen, "Ivan", who will introduce the students to his country and ask the students to help explain a map he is showing them.

IV. Transition:

Through the use of transparencies as data input.

V. Development:

1. Students will be asked to identify a population map of Russia and trace the major population patterns.
2. Students working in small groups will be asked to formulate possible reasons for the population distribution.

3. Tentative hypotheses will be presented to the total group and discussed.

4. Students will be called upon to suggest possible sources of information thay may help to verify their ideas.

5. Students will be divided into small groups and asked to verify those hypotheses pertaining to the influence of physical factors upon population patterns.

VI. Summary:

Now that the students have begun research, they will be given an opportunity to continue their work.

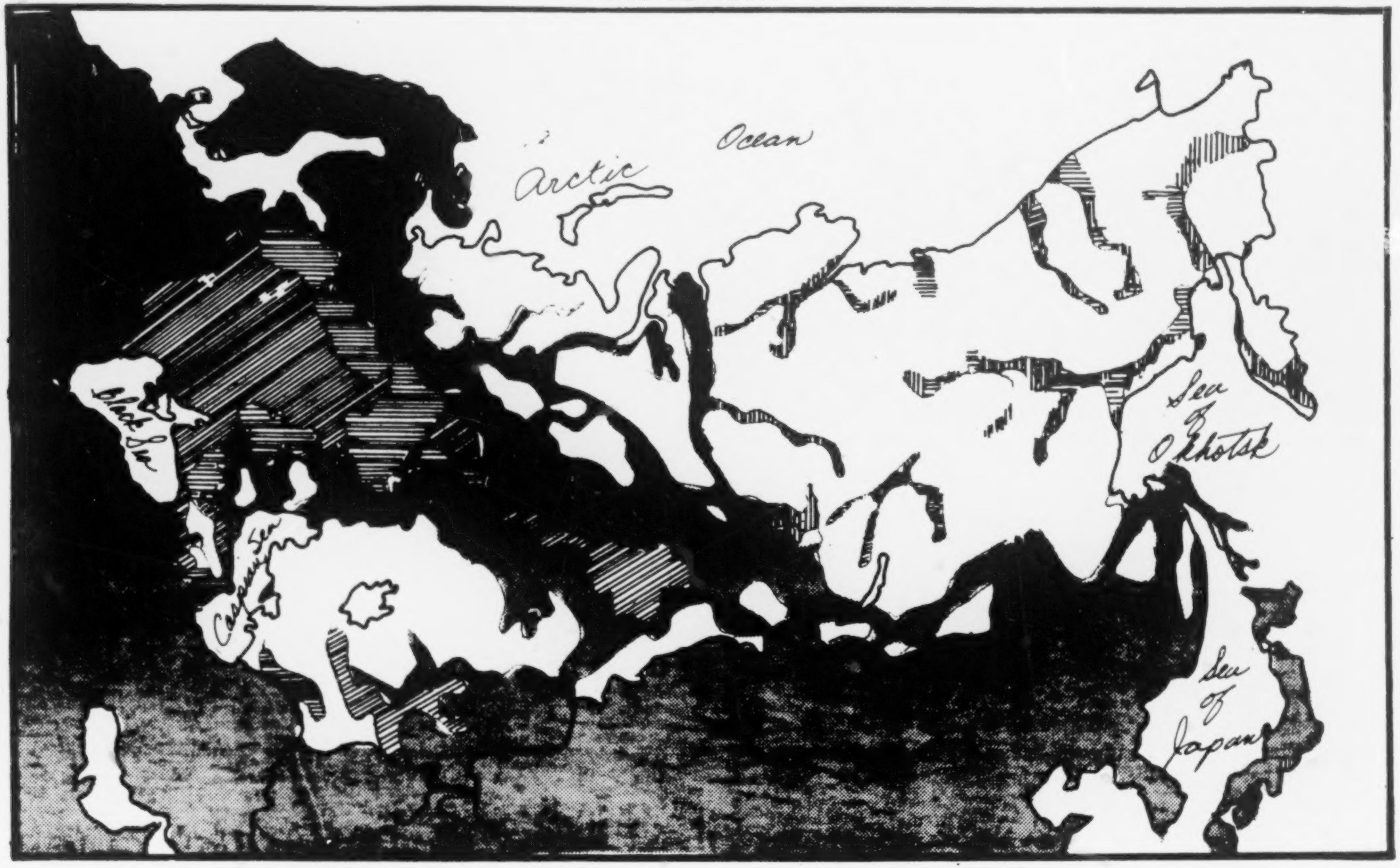
VII. Assignment:

Students will collect materials on current events for a bulletin board on the Soviet Union.

VIII. Materials:

Tape recorder and prepared tape
Overhead projector and transparencies
Chalkboard
Filmstrip projector and previewers
Atlas
Reference books

POPULATION


Arctic
Ocean
Black Sea
Caspian Sea
Sea of Okhotsk
Sea of Japan

Number of People per Square Mile

- Under5 ☐
- 5-50 ■
- ▥ 50-100
- ▤ 100-250
- ▨ Over 250

LESSON PLAN #1
TRANSPARENCY #1

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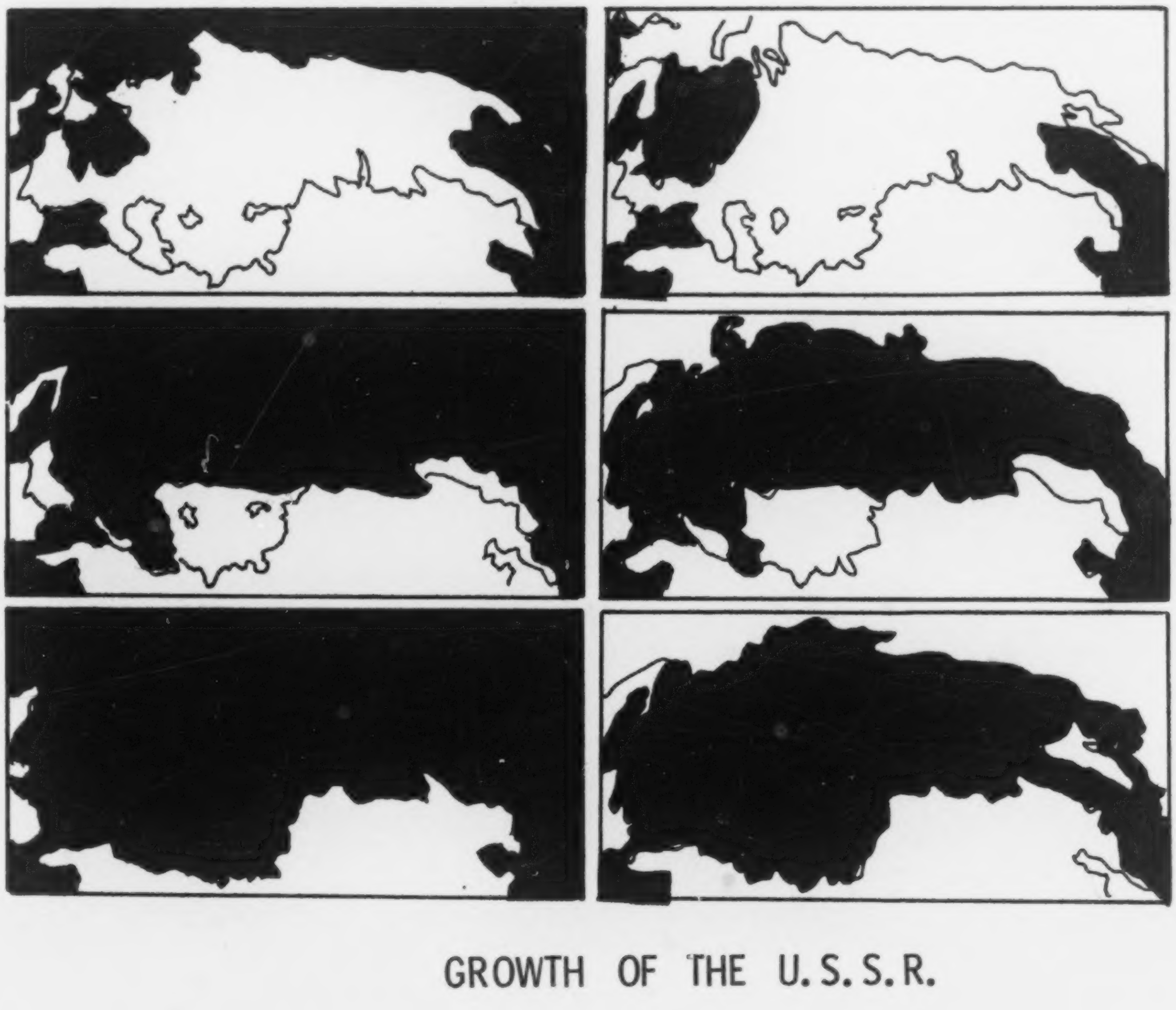
Lesson Plan No. 1
Transparency No. 2



GROWTH OF THE U.S.S.R.

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IVAN IN AMERICA

Part I

Ivan

Good morning, students. My name is Ivan. I am a citizen of the Union of Soviet Socialist Republics.

I would like to welcome you to the study of my country. I hope you will find the study of Russia exciting and informing.

On my last trip to the United States, I had a long talk with your teachers. I decided to leave with them some maps and drawings of my country. I hope with these aids you will be able to discover many new facts about my country.

Have you ever seen what my country really looks like? Your teacher has several maps of my country. He will show them to you now.

Can you tell me at what type of map you are now looking? What are those dark spots on my map?

Why are they there?

Part II

Ivan

Good morning. This is Ivan, the citizen of the Union of Soviet Socialist Republics, who spoke to you yesterday.

I'm very glad that you boys and girls are learning more about this great country of mine. Have you found out that the Soviet Union is the largest country in all the world? Do you know that we are working very hard to be the richest and most productive country also?

Some Russians are very great scientists, and we have developed a space program of our own. We hope to win the Space Race with the U.S. by being able to control space travel before you do. I'm very interested in your shot to the moon which takes place today. Of course, you know we have also sent a rocket to the moon just three days ago. We are the first to put man into space and we are trying to stay ahead of your country, but this will be a victory for you -- if it is successful.

What do you know about our moon shot? What is the purpose of your flight today?

As you watch this lift-off, remember, all the world is watching with you, and we in the Soviet Union are especially interested because of our own program which we hope will give us a lead in this Space Race.

Part III

Ivan	Hello, comrades. This is Ivan. Today I have a glorious story to tell you about the colorful history of my great country! In 1812, the French dictator Napoleon conquered almost all of Europe. Only Russia stood in his way. By now, you should know that the Western part of my country is a flat plain, with no mountains to stop an invading army. So, when Napoleon marched into Russia with his army of 600,000, he had an easy victory over the Russian troops, right? Wrong! Listen to a tape of the battle recorded by my great, great, great grandfather Vladimir. Listen for a clue that may tell you why Napoleon's army was not successful.
Battle Tape	
Ivan	Comrades, if you said the cold weather stopped the French army, you are correct. Out of over one-half million men in the French invasion force, only a hundred-thousand survived. The temperature dropped to forty degrees below zero. Men lost ears, fingers, and toes due to frostbite. Others froze in the snow. Food ran out, and men ate their horses, and, when the horses were gone, turned on each other.

Part IV

Ivan

Greetings, American students.

Yesterday, two of your alert comrades discovered that the picture you are now viewing is not my picture. This is a picture of my brother Boris, who died nine years ago.

In order for me to travel in your country without being noticed, I have used this picture as a disguise. You are to be congratulated for your discovery. You are smart in that you have discovered the picture of my brother, but I have a challenge for you which will prove whether you are students and not children.

You have learned many things this week about my country -- where it is, where my fellow citizens live, the land forms, climate, and vegetation of the U.S.S.R., and Russia's current events.

I challenge you now to display for the public to see what you have learned. This is not an easy task, but Russian students could do it well. Can you achieve this task?

I will return over the weekend to see what you have done, so good luck with your work.

Goodbye, comrades!

NAME ____________________

DATE ____________________

SMALL GROUP GUIDE SHEET

(Accompanying Lesson Plan #1)

Student Objectives:

1. You will be able to locate and list the six topographical features found in the Soviet Union.
2. Given reference materials, you will be able to prove or disprove previously formulated hypotheses as to why the population of the Soviet Union is so distributed.

Procedure:

1. Go to the reference shelf and select reference books that include maps and descriptive explanations of Russian geography.
2. List six topographical features found in the Soviet Union which you can prove from either maps or detail in the reference books. Next to each topographical feature note your reference and page number.
3. Read through your list of hypotheses.
4. Put a check mark next to those hypotheses relating to physical features.
5. Based upon the evidence you gathered in Step 2, accept or reject the hypotheses you check in Step 3.
6. (OPTIONAL) Go back and read those hypotheses which you did not check as related to physical features.
7. (OPTIONAL) Under each of these hypotheses explain the kind of evidence you would need to gather to prove or disprove the hypotheses.

Evaluation:

1. Did the reference materials contain sufficient information to help you meet your objective?
2. Did you have any difficulty trying to prove your original hypotheses?
3. Did you have to change any of your original thinking?

Materials:

Notebook paper
Pencil
Personal folder

Note to the Teacher:

This learning guide sheet should be used with all small groups in the room. The teacher should divide the class into as many groups as needed.

LEARNING EXPERIENCE

Lesson Plan #2

I. **Teacher Objectives:**

1. To utilize a variety of audio-visual materials in helping the students see the relationship between climate and population distribution.
2. To provide a common learning experience from which students can formulate tentative hypotheses pertaining to climate in the Soviet Union.
3. To provide students with a variety of source materials in attempting to prove or disprove their hypotheses.
4. To stimulate individual student involvement in small group discussion.

II. **Student Objectives:**

1. After being exposed to audio-visual materials, students will orally present hypotheses concerning climate and vegetation in the Soviet Union.
2. Students will discover and record the meanings of certain climatic and vegetational terms from reference books while in small groups.
3. Students will draw the boundaries of the climatic and vegetational regions of Russia on an outline map.
4. Students will be able to write down the names of the six climatic regions after viewing transparency clues pertaining to each.

III. **Motivation:**

While viewing a transparency and listening to a record of the Overture of 1812, students will determine the effects of the Russian winter on Napoleon's 1812 invasion of Russia.

IV. Transition:

Through the use of class discussion which relates the motivation material to development.

V. Development:

1. Students will attempt to guess what monthly average temperature changes mean.
2. Class will study and discuss rainfall pattern.
3. Have students look up the meanings of Tundra, Taiga, and Steppe in small groups using reference books and discuss their probable location in the Soviet Union.
4. Students will view filmstrip and listen to a recording relating to the location of climatic and vegetational regions; they will sketch in the boundaries of each region on an outline map.
5. Students will view transparencies showing the relationship between climatic and vegetational regions and population distribution.

VI. Summary:

Students will view three transparencies showing scenes from three climatic and vegetational areas. They will record the name of the region as it comes up.

VII. Assignment:

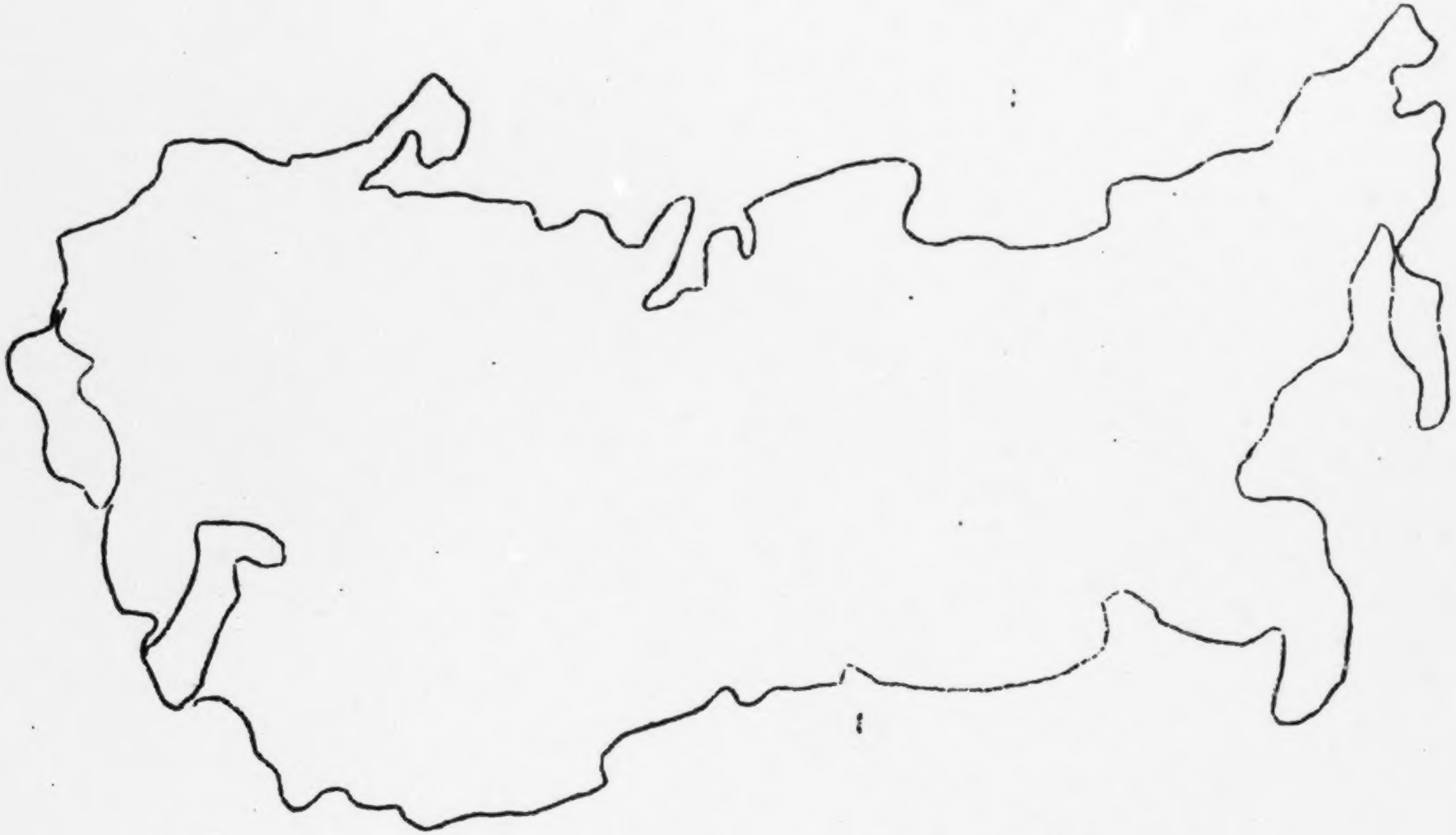
1. Students will take their climatic and vegetational maps home and add color to them.
2. Bring in additional newspaper and magazine materials on the Soviet Union.

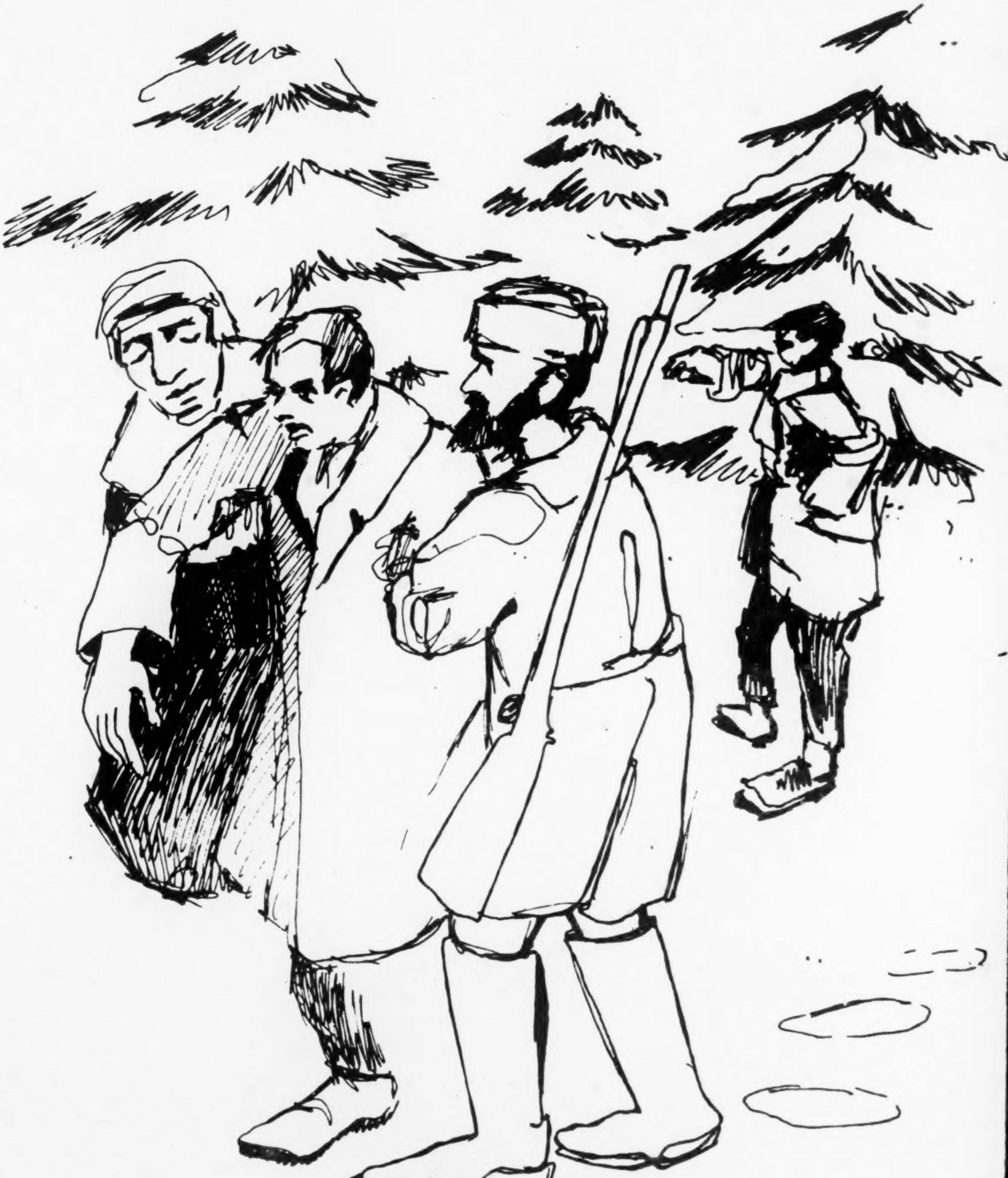
VIII. Materials:

Tape recorder and prepared tape
Overhead projector and transparencies
Chalkboard
Globe
Map of Soviet Union
Record player and record of 1812 Overture
Filmstrip projector and film
Individual outline maps of U.S.S.R.
Reference books

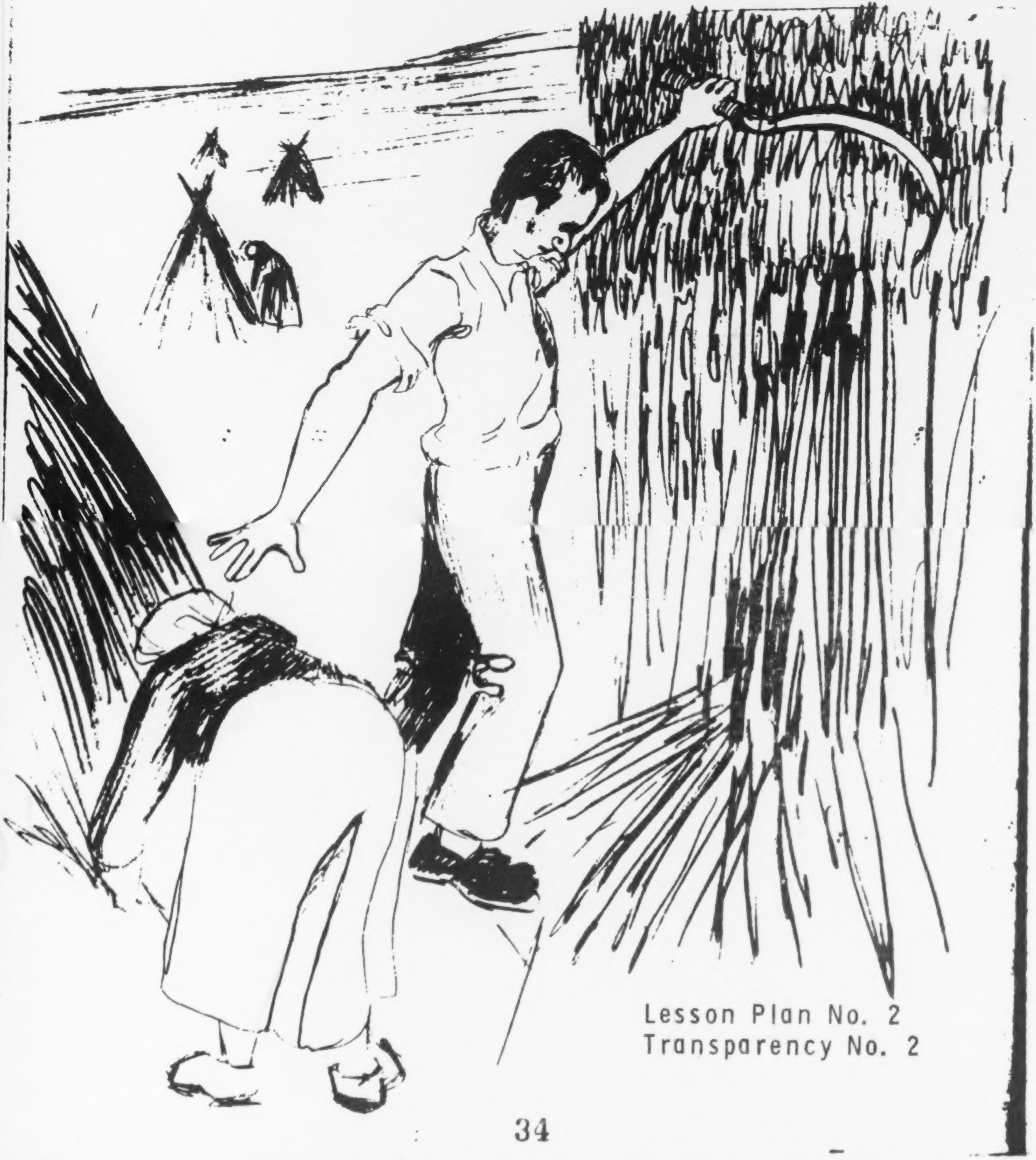
Lesson #2

CLIMATIC WORKSHEET





Lesson Plan No. 2
Transparency No. 1



Lesson Plan No. 2
Transparency No. 2

Lesson Plan No. 2
Transparency No. 3

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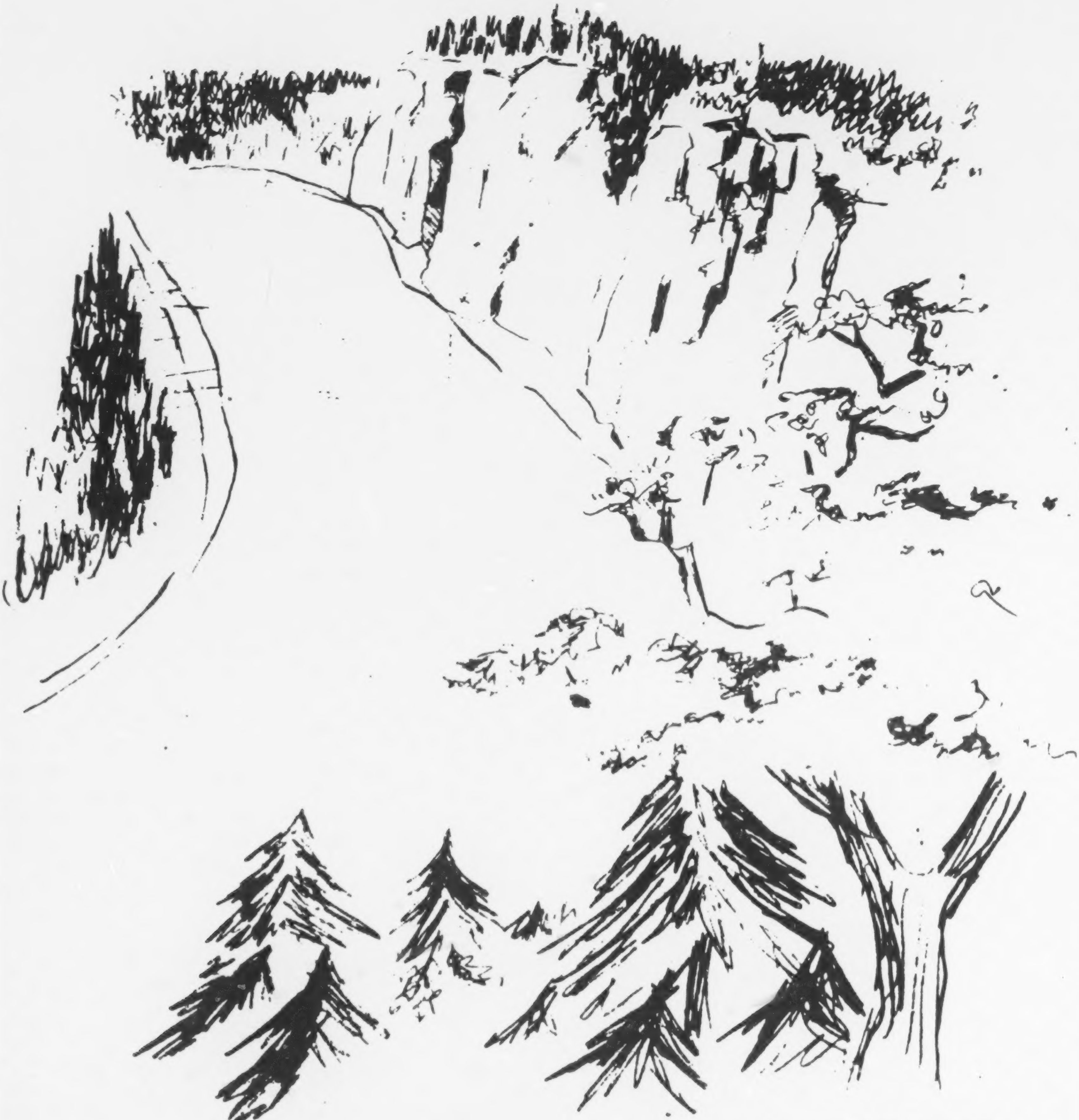
Lesson Plan No. 2
Transparency No. 4



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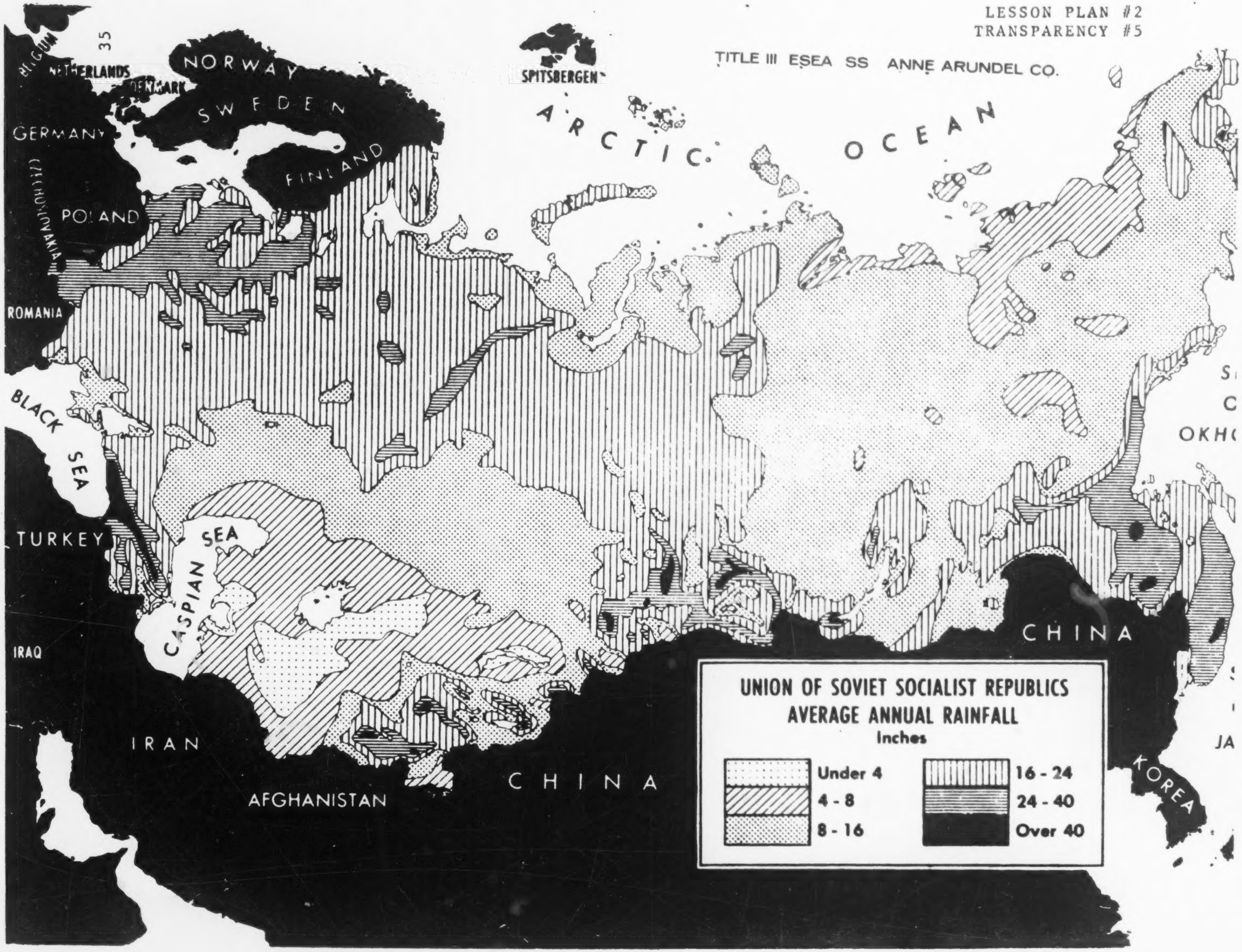
LESSON PLAN #2
TRANSPARENCY #5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BELGIUM
NETHERLANDS
DENMARK
NORWAY
SWEDEN
FINLAND
GERMANY
CZECHOSLOVAKIA
POLAND
ROMANIA
SPITSBERGEN
ARCTIC OCEAN
BLACK SEA
TURKEY
CASPIAN SEA
IRAQ
IRAN
AFGHANISTAN
CHINA
CHINA
KOREA
OKH
JA
UNION OF SOVIET SOCIALIST REPUBLICS
AVERAGE ANNUAL RAINFALL
Inches
Under 4
4 - 8
8 - 16
16 - 24
24 - 40
Over 40

LEARNING EXPERIENCE

Lesson Plan #3

I. Teacher Objectives:

1. To stimulate students to orally express hypotheses regarding population centers, physical features and climate of the Soviet Union.
2. To utilize student creativity through the use of multi-media in the construction of bulletin boards.
3. To provide a common learning experience in which all students can contribute and share according to his/her own ability or talent.
4. To develop leadership qualities in students as they assume the leadership role in the small group activity.

II. Student Objectives:

1. Students will orally present hypotheses concerning population centers, physical features and climate of the Soviet Union.
2. Students will construct three bulletin boards from data that they have been exposed to pertaining to the Soviet Union's climate and physical features.

III. Motivation:

Students will listen to a tape where Ivan challenges them to create a media project (tapes may be created by individual teachers, or see instruction in Lesson #1, Part III - Motivation).

IV. Transition:

Through the class activity that relates the motivation to the development.

V. **Development:**

1. Students will orally express hypotheses which will be written on the chalkboard.
2. Students will be divided into three groups and each group will select a leader.
3. The groups will formulate an idea for their particular bulletin board construction.
4. Students will construct the bulletin boards that they created in their small groups.

VI. **Summary:**

The completed bulletin boards will serve as learning stations for follow-up activities.

VII. **Assignment:**

Students will continue to collect magazine and newspaper articles on the Soviet Union.

VIII. **Materials:**

Magazines
Selected books on the Soviet Union
Paper
Pencil
Multi-colored construction paper
Stapler
Tacks
Selected filmstrips
Filmstrip projector and previewer
Overhead projector

OPTIONAL LESSON PLAN

Note to the Teacher:

This lesson must be taught if the students do **not** know how to operate all pieces of A/V equipment. It would be helpful for the teacher to teach four or five monitors the operation of the equipment prior to this lesson.

I. Teacher Objectives:

1. To teach the students how to operate A/V equipment for learning station work.
    a. tape recorder
    b. filmstrip projector and/or previewer
    c. overhead projector
    d. 16 mm projector
2. To orient students to the learning station approach to learning.

II. Student Objectives:

1. All students will be able to operate the tape recorder for station work after a brief demonstration by Monitor A.
2. All students will be able to operate the filmstrip projector after a brief demonstration by Monitor B.
3. All students will be able to operate the overhead projector after a brief demonstration by Monitor C.
4. All students will be able to operate the 16 mm projector after a brief demonstration by Monitor D.

III. **Procedure:**

1. Place numbers 1 to 4 in a "lottery bag".
2. Each student will select a number from the "bag" then follow directions.
    - a. Students with number 1 will go to Learning Station #1 with Monitor A.
    - b. Students with number 2 will go to Learning Station #2 with Monitor B.
    - c. Students with number 3 will go to Learning Station #3 with Monitor C.
    - d. Students with number 4 will go to Learning Station #4 with Monitor D.
3. Brief demonstration by the Monitor will enable students to use the equipment at each station.
4. "Round Robin" will be played under Monitor direction at each Learning Station for 20-minute intervals.

Learning Station #1: Listening Post

To learn how to use a tape recorder.

Directions:

1. To start the tape recorder, push the button that says, "play".
2. Listen to the tape recorder and do what the person on the tape says.
3. Rewind tape.
4. Go to Learning Station #2.

Learning Station #2: Filmstrip Projector and/or Previewer

Students will learn to operate the filmstrip projector and/or previewer using pre-selected filmstrips.

Directions:

1. Put the filmstrip in the projector or previewer.
2. Put the switches on.
3. Find the "first frame" and focus.
4. Find the title frame.
5. Turn until you find information needed.
6. Look quickly at the rest of the filmstrip.
7. Turn only the light switch off.
8. Rewind the filmstrip. Be sure the title is on the first frame.
9. Turn the fan switch off.
10. Move to Station #3.

Learning Station #3: Overhead Projector

1. Students will learn to operate the overhead projector using prepared transparencies.
2. Students will learn to make transparencies to be used on the overhead projector.

Directions:

1. Use the overhead projector to view the prepared transparencies in the numbered order.
2. Make a transparency of a map, cartoon, or any other topic of your choice.
3. Show the transparency to the group. Clean the transparency so that it may be re-used.

Learning Station #4: 16 mm Projector

1. Students will learn how to thread, start, stop and rewind the 16 mm automatic autoload movie projector.

2. Students will learn how to thread, start, stop and rewind the regular 16 mm projector.

3. Move to Station #1.

IV. Materials:

Learning Station #1:

Tape recorder
Tape
Sound effects tape
Listening post

Learning Station #2:

Filmstrip projector and previewer
Filmstrip

Learning Station #3:

Overhead projector
Re-useable transparencies
Columbia overhead projection pencils
Tissues

Learning Station #4:

16 mm projector (regular or automatic autoload)
Screen or on-cart
Film

STUDENT GUIDE SHEET

(Accompanying Optional Lesson Plan)

I. All students will follow these directions:

a. If your number is 1, go to Learning Station #1 with Monitor A.

b. If your number is 2, go to Learning Station #2 with Monitor B.

c. If your number is 3, go to Learning Station #3 with Monitor C.

d. If your number is 4, go to Learning Station #4 with Monitor D.

II. Learning Station #1 (Listening Post):

a. To start the tape recorder, push the button that says, "play".

b. Listen to the tape recorder and do what the person on the tape says.

c. Go to Learning Station #2.

III. Learning Station #2 (Filmstrip projector and/or previewer)

a. Put the filmstrip in the projector.

b. Put the switches on.

c. Find the "first frame" and focus.

d. Find the title frame.

e. Turn filmstrip until you find information needed.

f. Look quickly at the rest of the filmstrip.

g. Turn only the light switch off.

h. Rewind the filmstrip. Be sure the title is on the first frame.

i. Turn the fan switch off.

j. Move to Station #3.

IV. **Learning Station #3 (Overhead Projector)**

a. Use the overhead projector to view the prepared transparencies in the numbered order.

b. Make a transparency of a map, cartoon, or any other topic of your choice on the U.S.S.R.

c. Show the transparency on the projector for the group.

d. Clean the transparency so that it may be re-used.

e. Move to Learning Station #4.

V. **Learning Station #4 (16 mm Projector)**

a. You will learn how to thread, start, view, stop and rewind a film on the 16 mm automatic autoload movie projector.

OR

b. You will thread, start, view, stop and rewind a film on the other type 16 mm projector.

c. Complete worksheet by using content from the movie.

LEARNING EXPERIENCE

Lesson Plan #4:

I. **Teacher Objectives:**

1. To acquaint students with the terms used to represent various patterns of population settlement.
2. To develop the concept of the city as found in the Soviet Union.
3. To have students realize that the level of economic development is directly related to the types of population centers.

II. **Student Objectives:**

1. Students will be able to list four types of population centers.
2. Students will be able to work in various learning stations in preparing a list of six characteristics of Russian cities.
3. Students will be able to predict the probable economic level of the four types of population centers.

III. **Motivation:**

Students will attempt to unscramble a group of letters which, when arranged correctly, will spell the four types of population centers.

IV. **Transition:**

Teacher will use transparencies as data input to explain the economic level of development of the four types of population centers:. primitive communities, villages, towns, and cities.

V. **Development:**

1. Students will prepare a list of terms representing population centers.
2. Students will be asked to formulate a definition of a city.
3. Students will choose to work at two of the four learning stations in order to prepare a list of characteristics of Russian cities.
4. Students will identify characteristics of Soviet cities which illustrate level of economic development.
5. Students will state differences in the economic development of these cities as compared to the three other types of population centers found in the Soviet Union.

VI. **Summary:**

Students will be asked to compile a master list of characteristics of primitive communities, villages, towns and cities.

VII. **Assignment:**

Students will be asked to list at least four characteristics of Annapolis which are typical or atypical when compared to Russian cities. (Students may want to think about a city closer to their geographical location.)

VIII. **Materials:**

16 mm projector and film ("Russian Life Today")
Filmstrip projector and previewers
Overhead projector
Screen
Selected filmstrips
Chalkboard
Chalk
Cut-out letters

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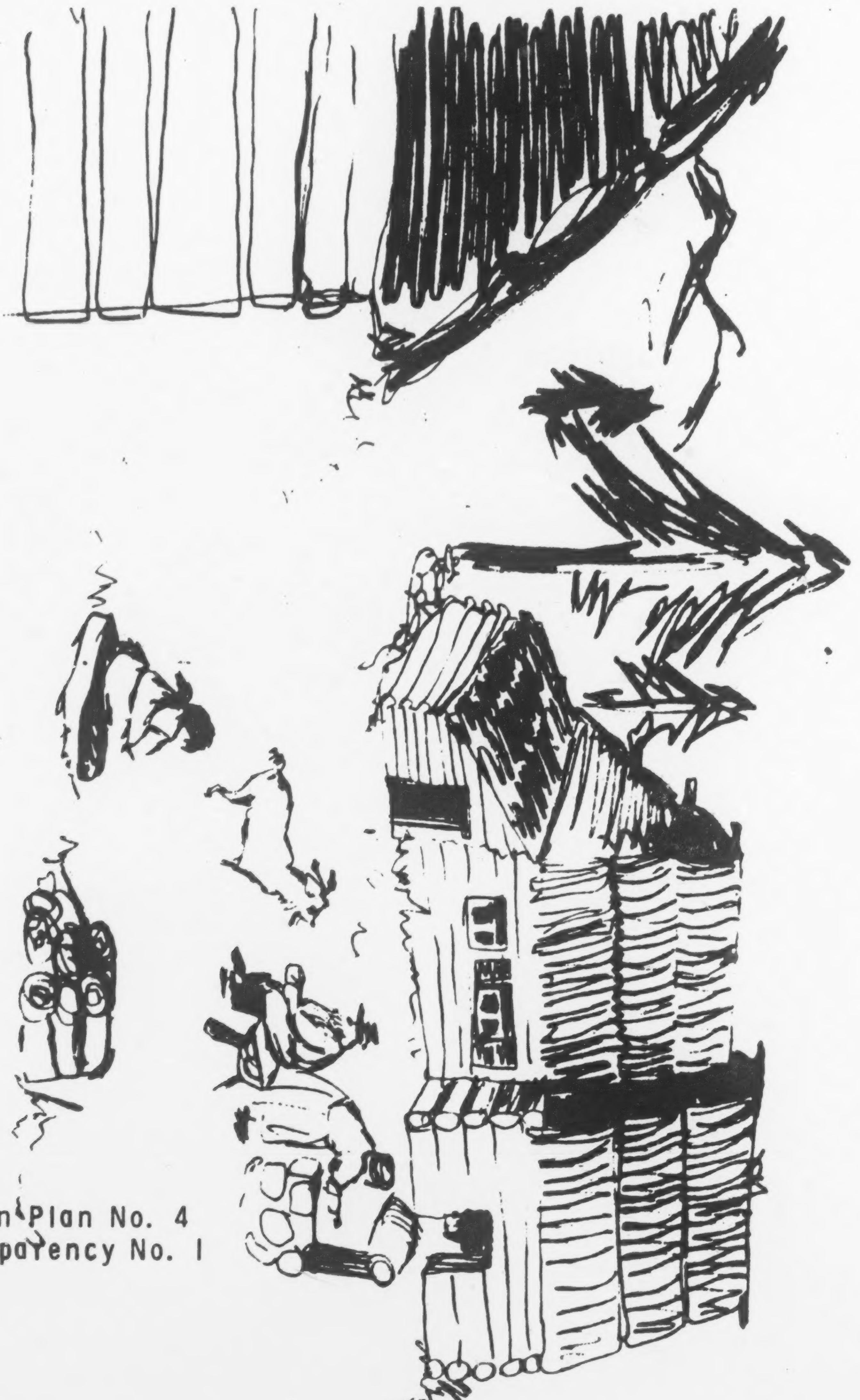
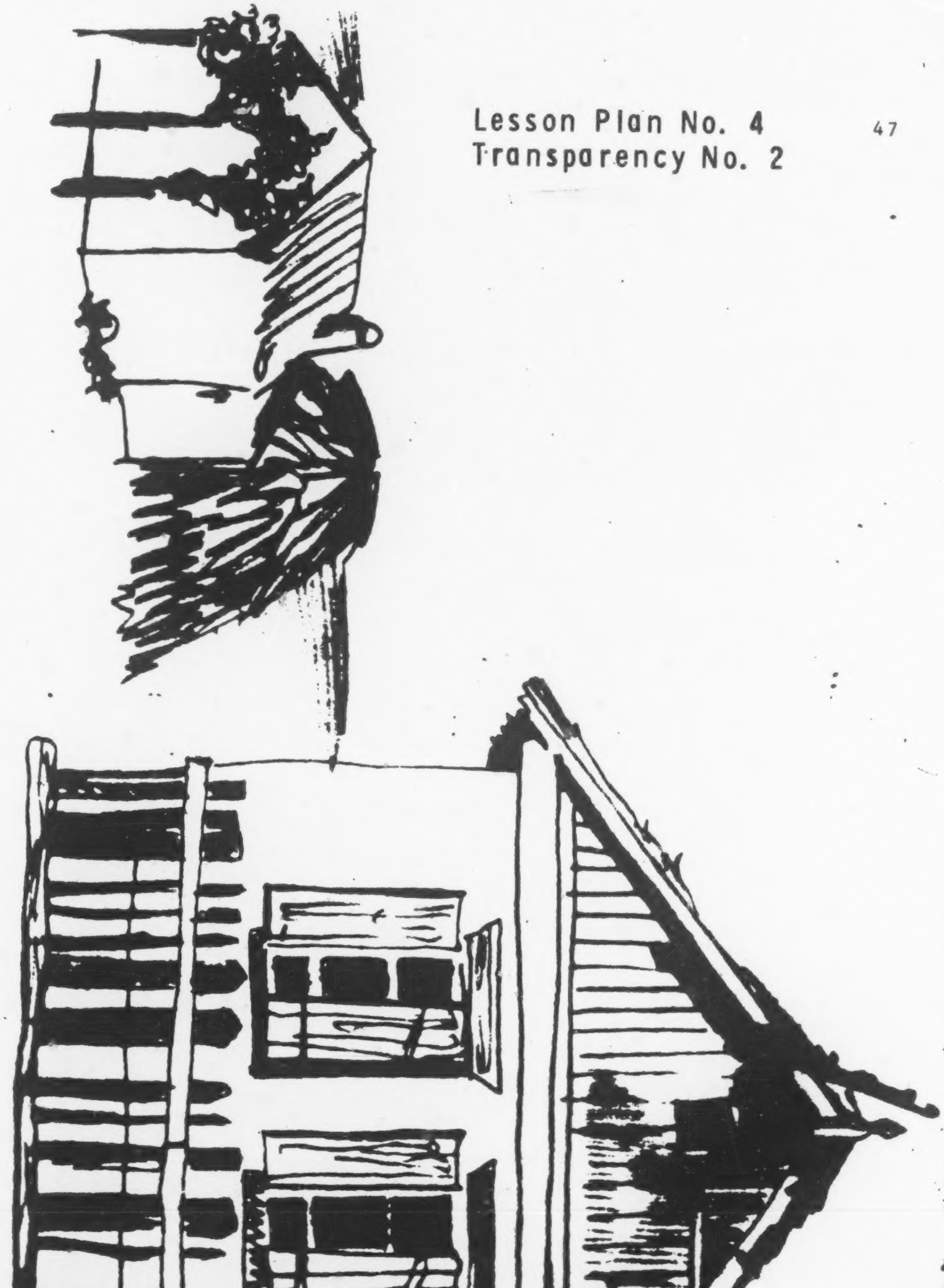


Lesson Plan No. 4
Transparency No. 1

Lesson Plan No. 4
Transparency No. 2



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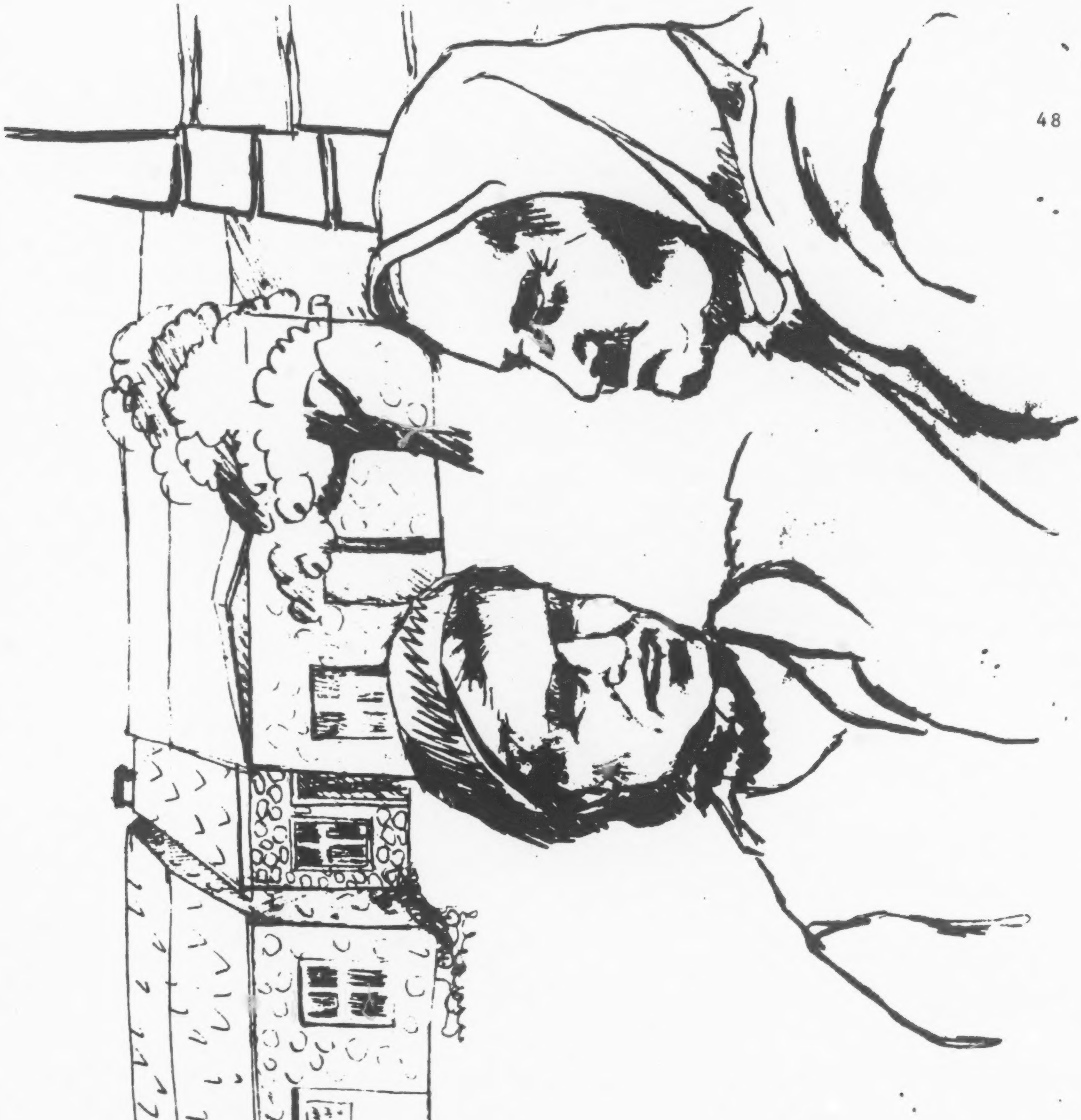

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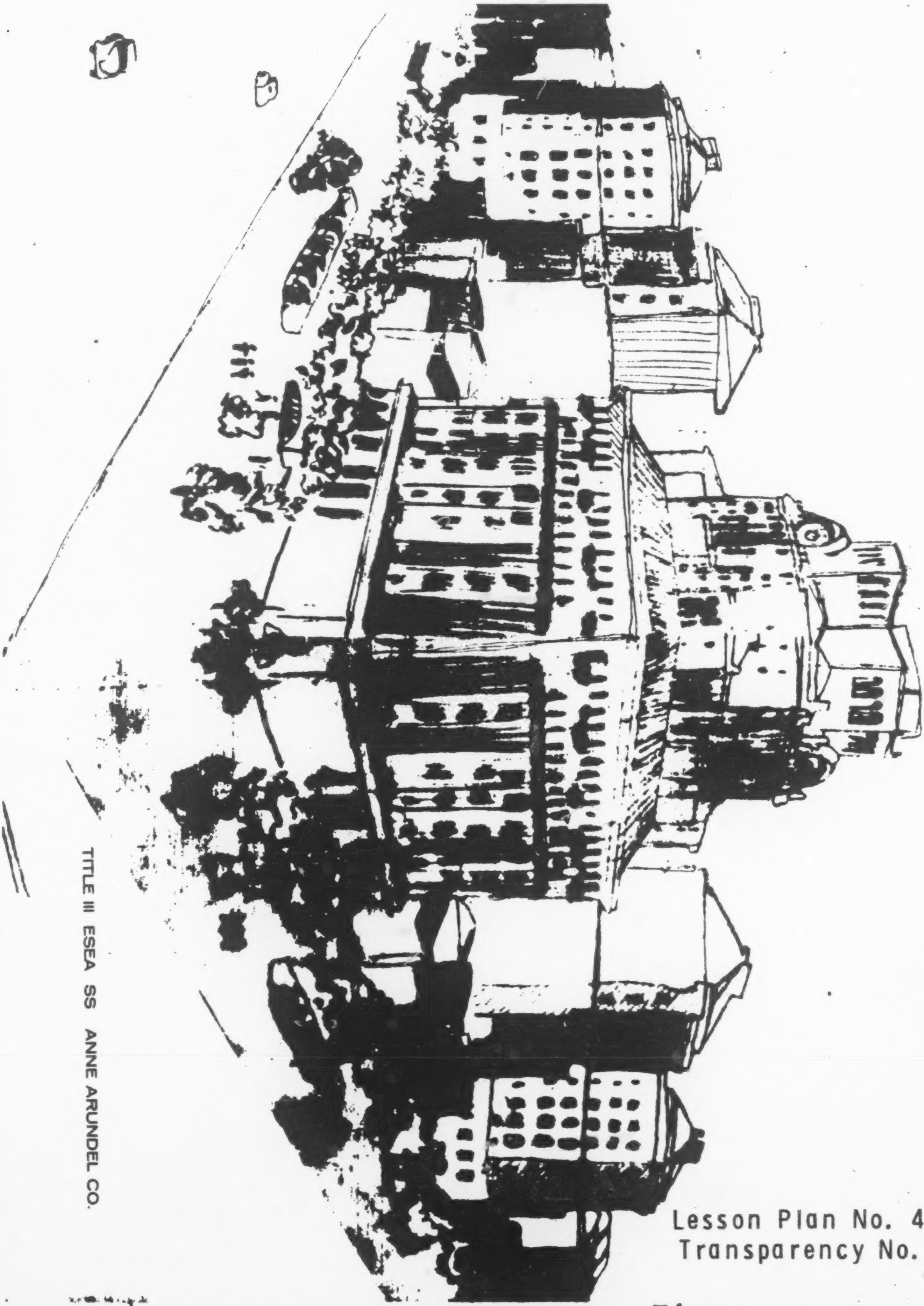
Lesson Plan No. 4
Transparency No. 3



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Lesson Plan No. 4
Transparency No. 4

NAME ______________________

DATE ______________________

LEARNING STATION #1

(Accompanying Lesson Plan #4)

I. Student Objectives:

1. You will be able to operate the 16 mm projector and listening post.
2. While viewing the film, you will list no less than four economic characteristics of Soviet cities.

II. Procedure:

1. View the film and list at least four things which have an affect on the economic development of Soviet cities.
2. When the film is completed, call your student monitor to assist you in rewinding the film for the next viewing.
3. You may move on to the next station of your choice.

III. Evaluation:

1. Can you operate a 16 mm projector?
2. Was the film interesting?
3. How would you have changed this Learning Station?

IV. Materials:

Pencil
Notebook paper

V. Teacher Conference Comments:

NAME ______________________

DATE ______________________

LEARNING STATIONS #2, #3, #4

(Accompanying Lesson Plan #4)

I. **Student Objectives:**

1. You will be able to operate a filmstrip projector or previewer.
2. While viewing the filmstrips, you will be able to list at least three characteristics of the Soviet Union.

II. **Procedure:**

1. View the filmstrips and list at least three things which have an affect on the economic development of Soviet cities.
2. When finished rewind the filmstrip to the title frame or place in container if it will not be used again.
3. Move to another Learning Station of your choice.

III. **Evaluation:**

1. Did you enjoy working at this station?
2. Were the directions clear?
3. Is the material presented in the filmstrip too difficult for you to understand? Too easy?
4. Do you have any suggestions for improving this Learning Station?

IV. **Materials:**

Notebook paper
Pencil

V. **Teacher conference comments:**

LEARNING EXPERIENCE

Lesson Plan #5

I. Teacher Objectives:

1. To reinforce the concept of the city as found in the Soviet Union.
2. To utilize a variety of A/V materials in order to evaluate the characteristics of Russian cities.
3. To provide a common experience in data input where students will be able to recognize and identify similarities and differences between Russian cities (Moscow) and American cities.

II. Student Objectives:

1. Students will view slides of Moscow.
2. Students will be able to re-evaluate the original list of characteristics of Russian cities.
3. Students will be able to cite differences and similarities between Moscow and large American cities.

III. Motivation:

Review outline on the chalkboard dealing with characteristics of large cities.

IV. Transition:

Slide presentation of the city of Moscow.

V. Development:

1. Present slides on Moscow.
2. Orally discuss the slides in order to re-evaluate the original list of characteristics of Russian cities.
3. Write new list of characteristics on a transparency.
4. List common characteristics of large American cities.
5. List on a transparency the differences and similarities between Moscow and various U.S. cities.

VI. Summary:

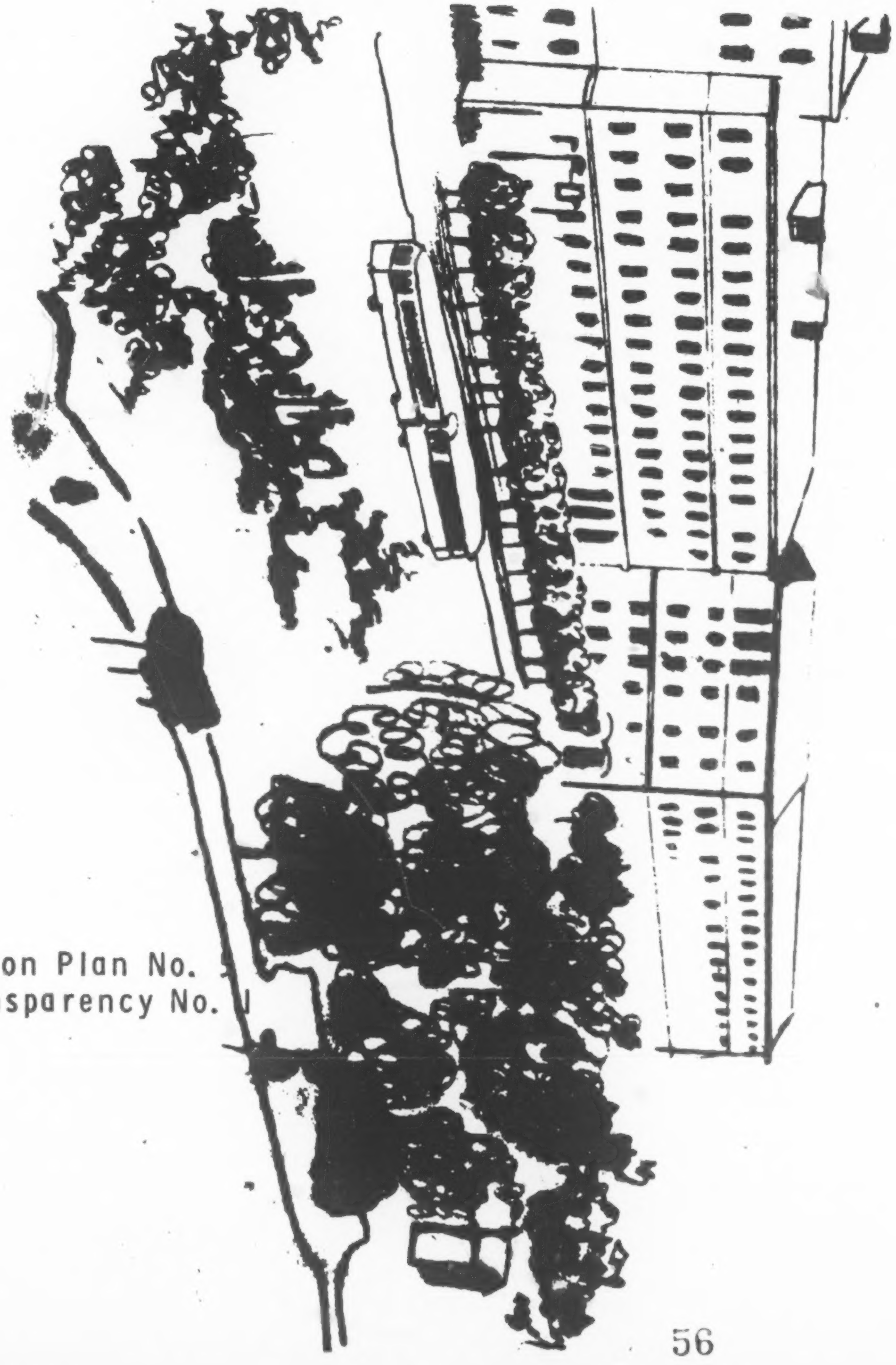
Through the use of transparencies, the students will recognize some of the public services provided by the city of Moscow. (See originals attached.)

VII. Assignment:

Bring to class any newspaper clippings, magazine articles, pictures, or any other available materials concerning U.S.S.R. or Moscow.

VIII. Materials:

Carousel slide projector
Chalkboard
Slides on the city of Moscow
Overhead projector
Transparencies



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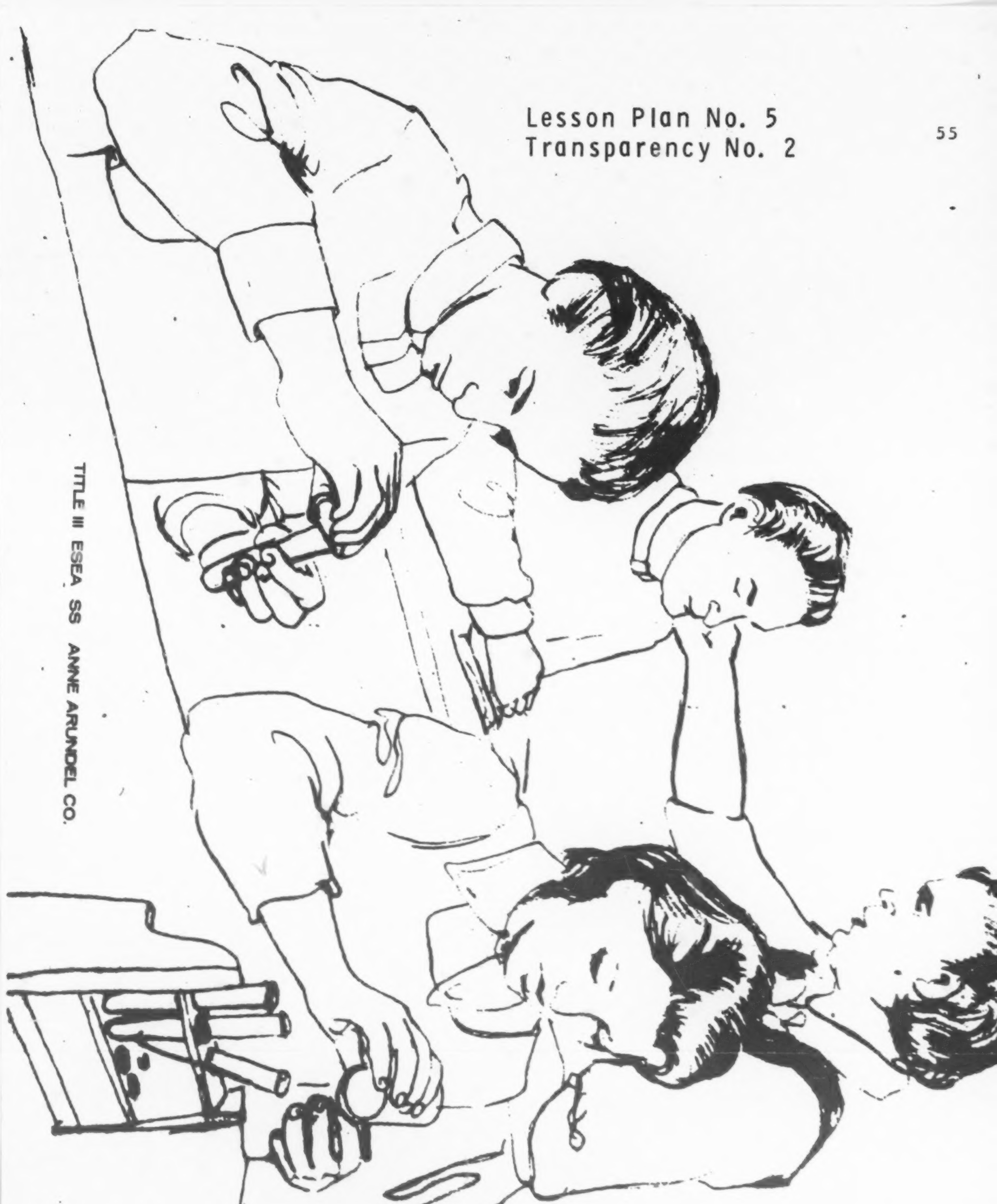
Lesson Plan No. 5
Transparency No. U

Lesson Plan No. 5
Transparency No. 2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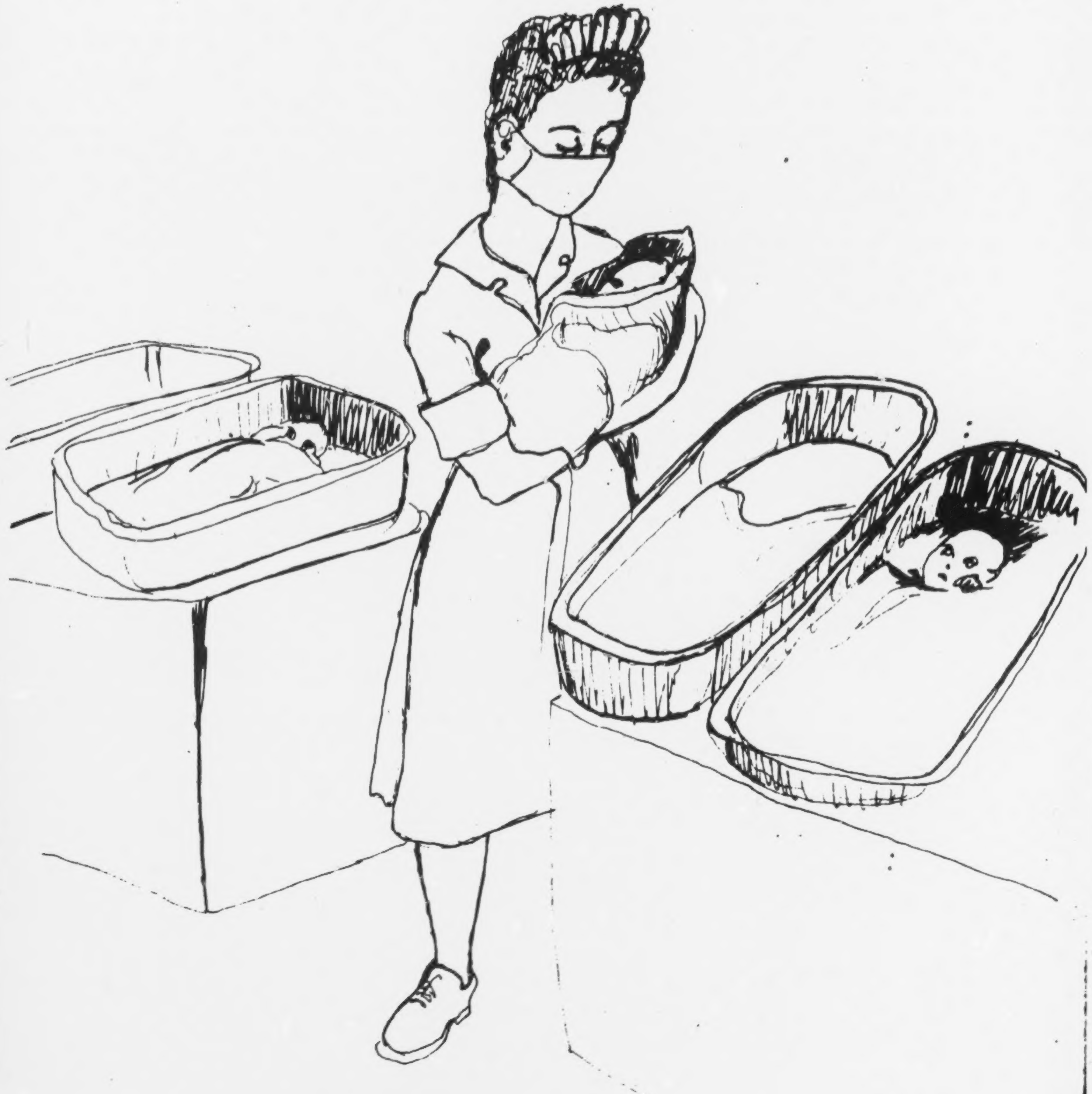
Lesson Plan No. 5
Transparency No. 3



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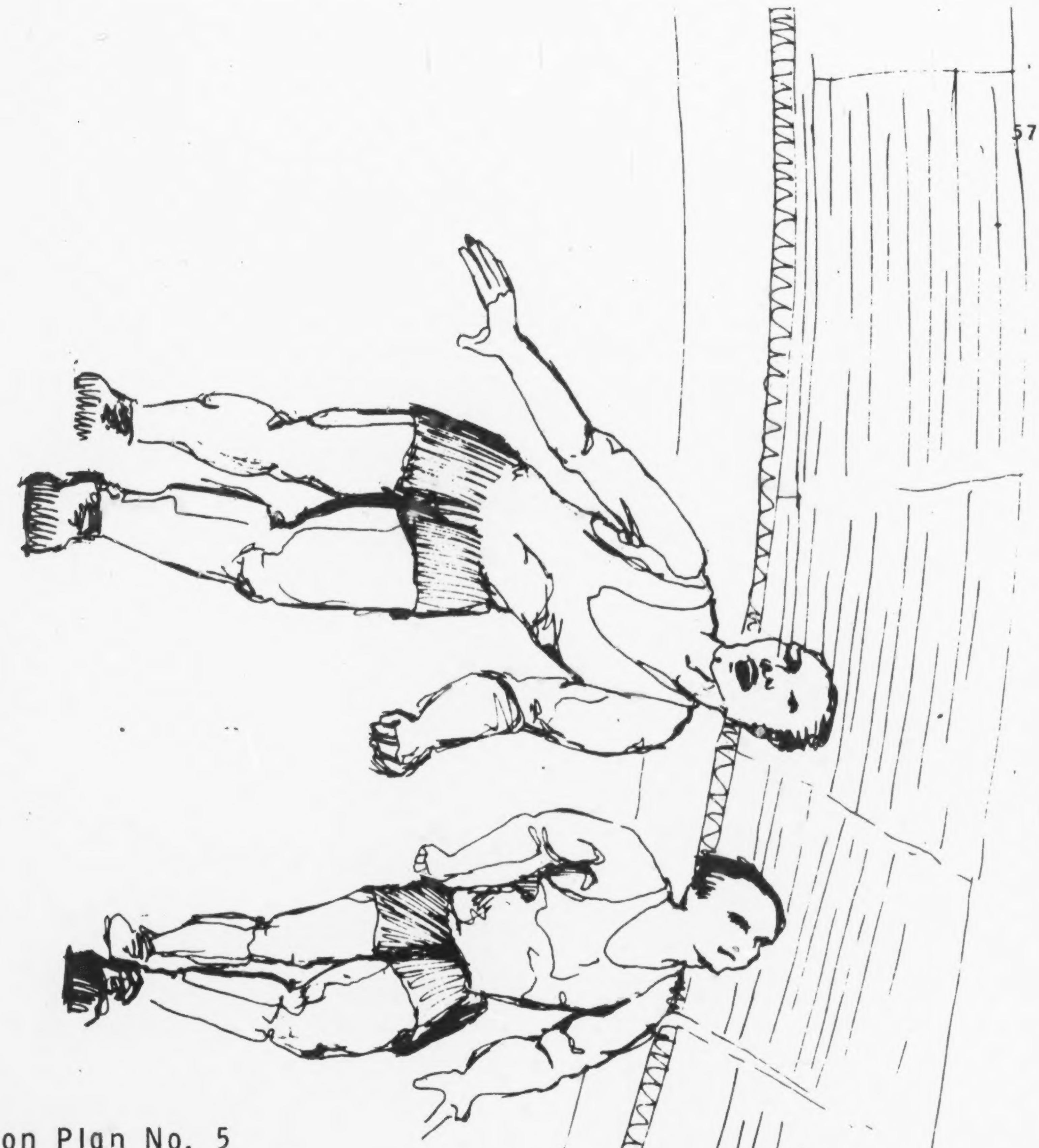
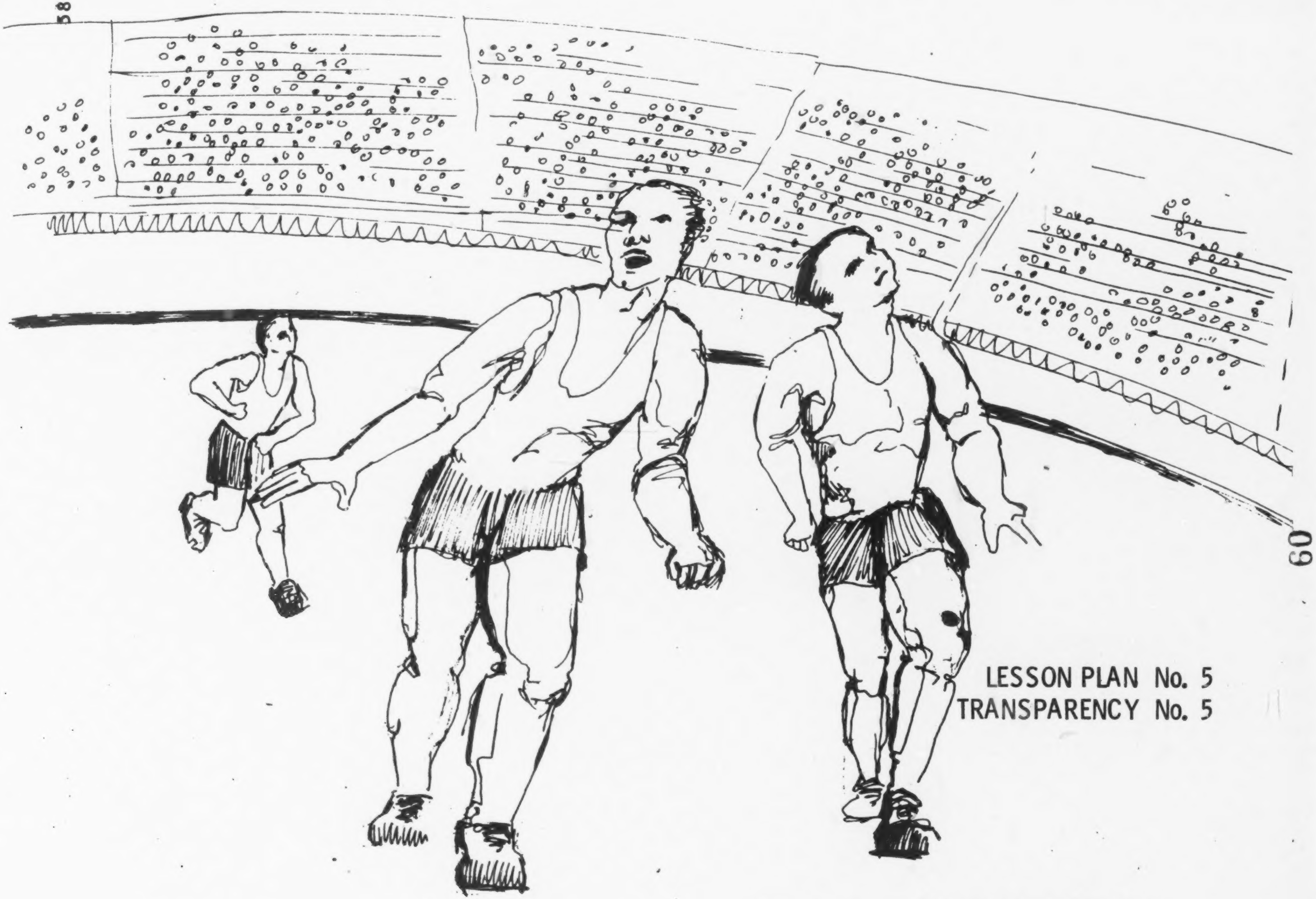


Lesson Plan No. 5
Transparency No. 4



LESSON PLAN No. 5
TRANSPARENCY No. 5

LEARNING EXPERIENCE

Lesson Plan #6

I. Teacher Objectives:

1. To provide a common experience in data input through the use of an overview taped lesson.
2. To utilize A/V materials to trace the development and growth of the city of Moscow.
3. To provide a captivating motivation to aid in the construction of a time line.

II. Student Objectives:

1. After viewing and listening to the overview taped presentation most of the students will be able to recognize and identify major events in the development of the city of Moscow.
2. Students will be able to place major events in chronological order.

III. Motivation:

Students will be challenged by Ivan on a prepared tape. (See Lesson #1, Part III - Motivation)

IV. Transition:

Through the use of the time tunnel students will be motivated to share a common audio-visual experience.

V. Development:

1. Pass out listening assignment.
2. Give each student a major event card.
3. Present the overview taped lesson.

VI. **Summary:**

Students will arrange the major event cards in chronological order.

VII. **Assignment:**

The students will write in their own words a definition of "time line" and bring to class a drawing to be used for the construction of a symbol of one event for which they are responsible.

VIII. **Materials:**

Filmstrip projectors (3)
Overhead projector (1)
Tape recorder
Prepared overview tape

a. Transparencies
b. Filmstrips
c. Records (background music)
d. Carts for machines

15 major event cards (see following lesson for list of events)

OVERVIEW SCRIPT*

Visuals

FS #1 Over a period of 15 centuries -- from 1,000 B.C.
to 500 A.D. -- one tribe of people after another
migrated to Russia, often ending up fighting one
FS #2 another for control of the land for their families.
One such group, the Slavs, migrated from the region
FS #3 northeast of the Carpathian Mountains into the
mixed forest region of Russia and settled in small
FS #4 villages to a life of hunting and farming. As time
passed, some of these Slavs turned to trading as a
way of life, leading to the establishment of towns
FS #5 and cities as major trading centers for the country.
FS #6 The Slavs faced renewed danger from other tribes
and groups of people who attempted to invade their
territory and destroy their towns and cities. To
Trans. #1 help protect themselves from these invaders, the
Slavs allied themselves with the Vikings from
Northern Europe who were allowed to rule the Slavs
in return for protection from outside invaders.

About 830 A.D., the Viking princes made their
FS #7 headquarters in the town of Kiev on the Dnieper
River, leading to its becoming the first capital
of the new Russian state. The Slavic territory
continued to expand and increased trade led to
Trans. #2 Slavic contact with Greek Christianity. The Slavs
liked this religion, and as a result, the Christian
church became the official church of the people and
the state became known as the Russian Eastern
FS #8 Orthodox Church.

Trans. #3 In 1223, a band of Mongol raiders appeared on the
steppes of southeastern Russia and were followed
13 years later by a great horde of Mongol invaders.
FS #9, 10, 11 They burned a number of Russian towns, swiftly
captured Kiev, and established strict control over
Trans. #4 the Russian cities followed by heavy taxation and
plundering of the towns. At this time, Moscow was
FS #12 no more than a fortified outpost, but with the fall
of Kiev numerous peasants fled to the backwoods of
FS #13 the northeast leading to the growth of the city of
Moscow.

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* Teacher note: The titles of the filmstrips included in this overview can be found in appendix labeled "Filmstrips". Since all these may not be available to you, other visuals may be substituted.

Trans. #5,6 Life was difficult for the peasant farmer for the
land was heavily forested, and the soil rocky and
the climate cold. To safeguard their lives, the
leaders submitted to Mongol demands and bowed to
Trans. #7 the Mongol Khan as their ruler, delivering tribute
and Russian men for the Mongol army. One Russian
prince, the Prince of Moscow, cleverly used Mongol
support to develop power over the other princes
and extended his territory. Ivan III ruled as
FS #14 prince of Moscow until 1505 and succeeded in making
Trans. #8 Moscow the holy city for the Eastern Orthodox
Church, replacing Kiev's former position.

FS #15 Ivan IV succeeded in finally overthrowing the last
remains of Mongol rule and following his death,
the nobles, wanting to maintain a strong centralized
Trans. #9 government, selected a member of the Romanov
family to become the first in a line of ruling
Czars who ruled Russia from 1613 to 1917.

One of these Romanovs, Peter the Great, attempted
to make Russia more similar to the European countries
Trans. #10 and have closer contacts with these countries.
He wanted a capital that appeared European, which
Moscow didn't, so he had a modern capital built on
the Baltic Sea and called it St. Petersburg. This
FS #16 city became the new capital of the country of
Russia about 1700.

The city of Moscow was no longer the official capital but was still an important economic and cultural center.

FS #17 In the 19th century, Napoleon, realizing this
importance, led his armies across Russia and
succeeded in capturing Moscow but only found
FS #18, 19, 20 a deserted, burned-out city. Following Napoleon's
retreat, the Russians rebuilt Moscow and the remainder
of the 19th century saw a renewed growth
FS #21 of the city.

Trans. #11 People in Russia began to protest against the
strict rule of the Czars and asked for more
rights and freedoms for themselves. In the early

part of the 1900's small groups of worker's
councils, or soviets, were organized in Moscow
Trans. #12 to work toward obtaining more freedoms for themselves.
To put pressure on the Czar, these
soviets organized strikes in the city which later
led to small rebellions.

FS #22 These rebellions were ruthlessly suppressed by the
Czar's troops but they continued to arise until
the support reached such a level that in 1917,
Czar Nicholas was overthrown and a new Provisional
Trans. #13 Government assumed control of the Russian state.

With its headquarters in Moscow, this Government,
led by A. Kerensky, ruled Russia for eight months.
Trans. #14 But its continued participation in World War I
caused a great segment of the Russian people to
follow the leadership of the Communists, known
as Bolsheviks.

Trans. #15 In November of 1917, the Bolsheviks, led by
Vladimir Lenin, overthrew the government.

The first years of the Revolution were times of
cruel persecution and terror. Shortly after the
Bolshevik take-over, the Soviet Government confiscated
and nationalized all banks, mines, factories,
FS #23 railroads, stores and land estates. In the middle
of the upheavals and misfortunes that befell
Russia, Lenin never flinched. By the time of his
FS #24 death in 1924, it was obvious that Commumism was
in Russia to stay.

After Lenin's death, there was a time when several
FS #25 Bolshevik leaders engaged in a bitter struggle for
power. In the end, one of them, Joseph V. Stalin,
won. He remained the master of the Soviet Union
until his death on March 5, 1953.

During his life, Stalin was called "the father of
FS #26 the people" but in reality he was feared and
hated. He was a ruthless, suspicious man. He
regarded all those who disagreed with him as
traitors and destroyed them. Stalin consolidated

his power after a long and bitter struggle with the other Communist leaders.

FS #27, 28, 29

Stalin's reign was full of secret police night raids, and his final victory was sealed by the so-called "party purges" of 1936-39. Thousands of Communists suspected of being his secret enemies were accused of treason, espionage and other crimes. They were shot or banished to forced labor camps in Siberia. Among them were some of the highest ranking Soviet officials and army generals.

FS #30

In June of 1941, Hitler's armies unleashed an attack on the Soviet Union. Much of Russia was overrun by the Nazis; German troops got within sight of Moscow. By 1944, however, the Russian troops had chased the German troops out of their country.

FS #31

Trans. #16

In 1953, Stalin died. George Malenkov became the Prime Minister and Nikita Khrushchev became the head of the Communist Party. This political condition lasted for two years. In 1955, Malenkov resigned as Prime Minister and Nikolai Bulganin succeeded him. In 1956, the Soviet Government began its sixth Five Year Plan. That same year, at a national meeting of the Communist Party in Moscow, Nikita Khrushchev denounced Joseph Stalin and began to reveal facts that proved Stalin guilty of various crimes and improper deeds.

FS #33

In 1957, the leaders in Moscow announced the launching of the first space satellite -- Sputnik I. This was the beginning of a long venture into space. Soviet space achievments continued and in 1965, Cosmonaut Alexei Leonav left his space craft and floated in space. In 1966, the unmanned Luna 9 landed on the moon. The early Soviet space achievements actually prodded the United States to begin an intensive space program which to date has sent six men to land on the moon. Moscow became the center for Soviet space affairs and from here, directions and instructions were sent to space centers in remote parts of the

Soviet Union. Moscow is the pulse of the space program.

FS #34
FS #35

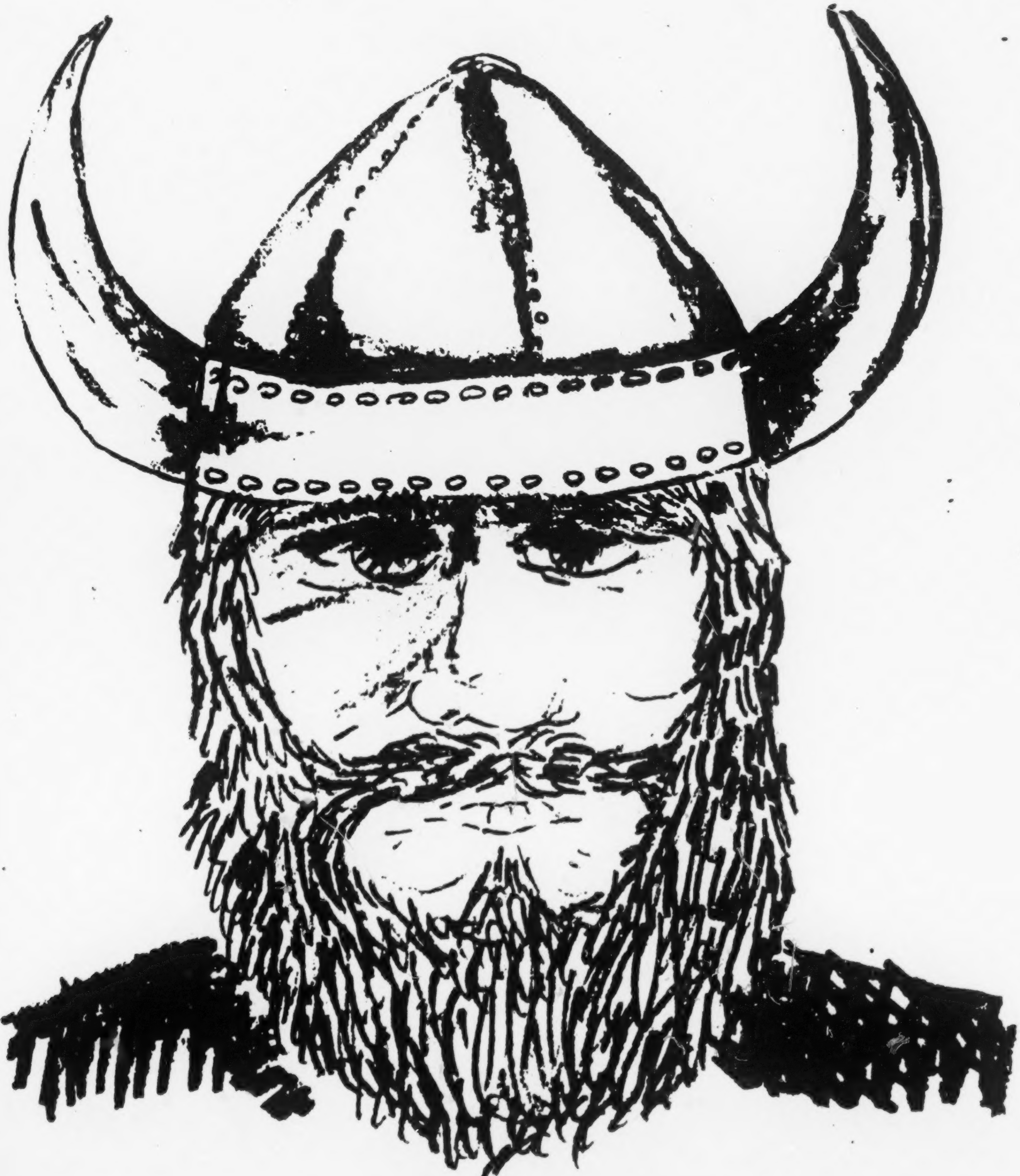
The Khrushchev years were a period of agricultural and cultural reform. During this time, the Soviet Union experienced a period of "peaceful coexistence". This idea as stated by Khrushchev led to a decline of his political influence.

Trans. #17

In 1964, Leonid Brezhnev became the leader of the Communist Party and Alexei Kosygin became Prime Minister, replacing Khrushchev, who had held both posts. Today, the Soviet Union has Five Year Plans in industry, agriculture, economic reform, and other areas.

Trans. #18-#26

For years, the city of Moscow has served as the center for government, culture, art, music, sports, religion, industry, consumer goods and transportation. The growth of this city has also encouraged the growth and development of other sister Soviet cities.



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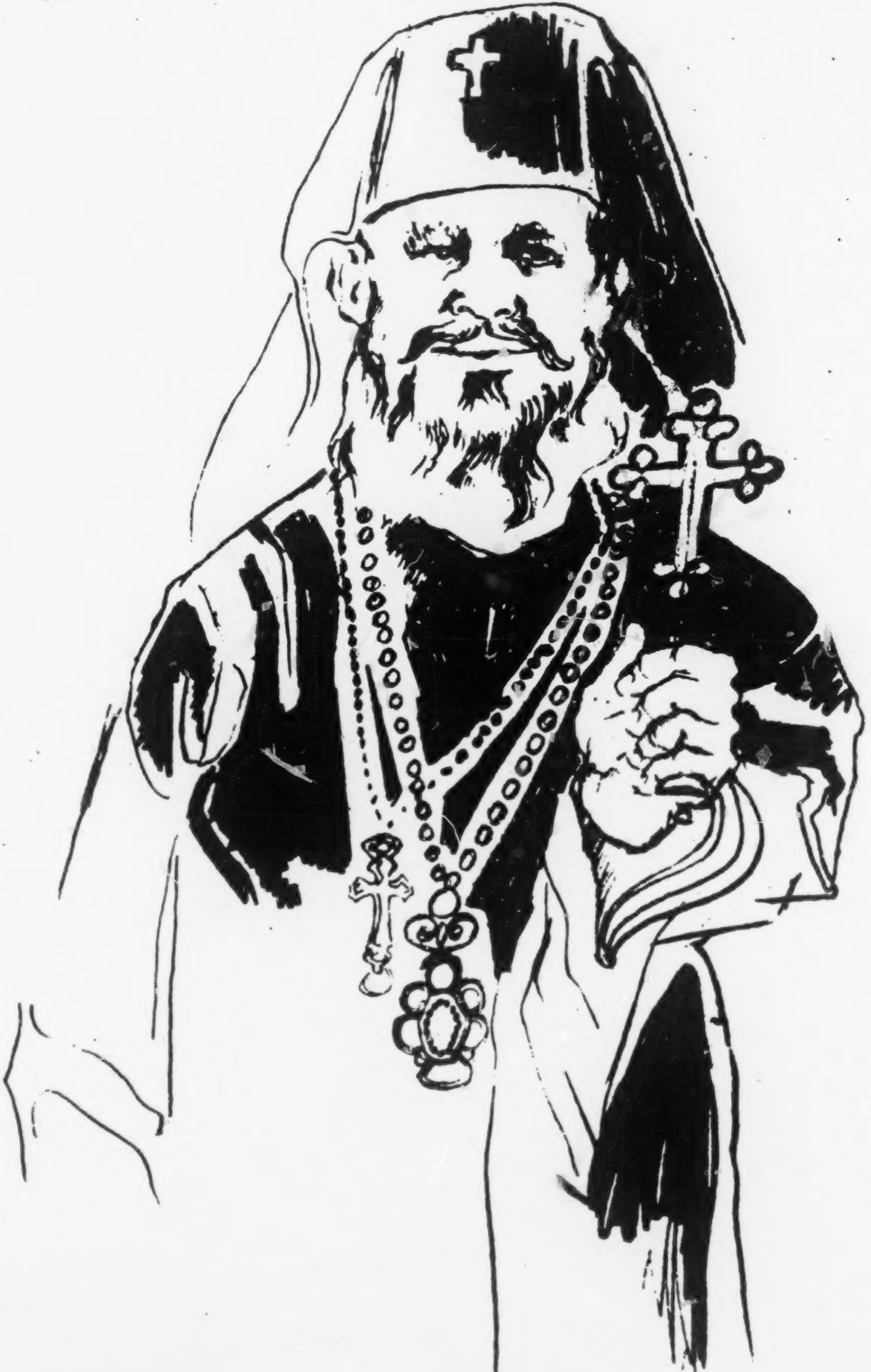

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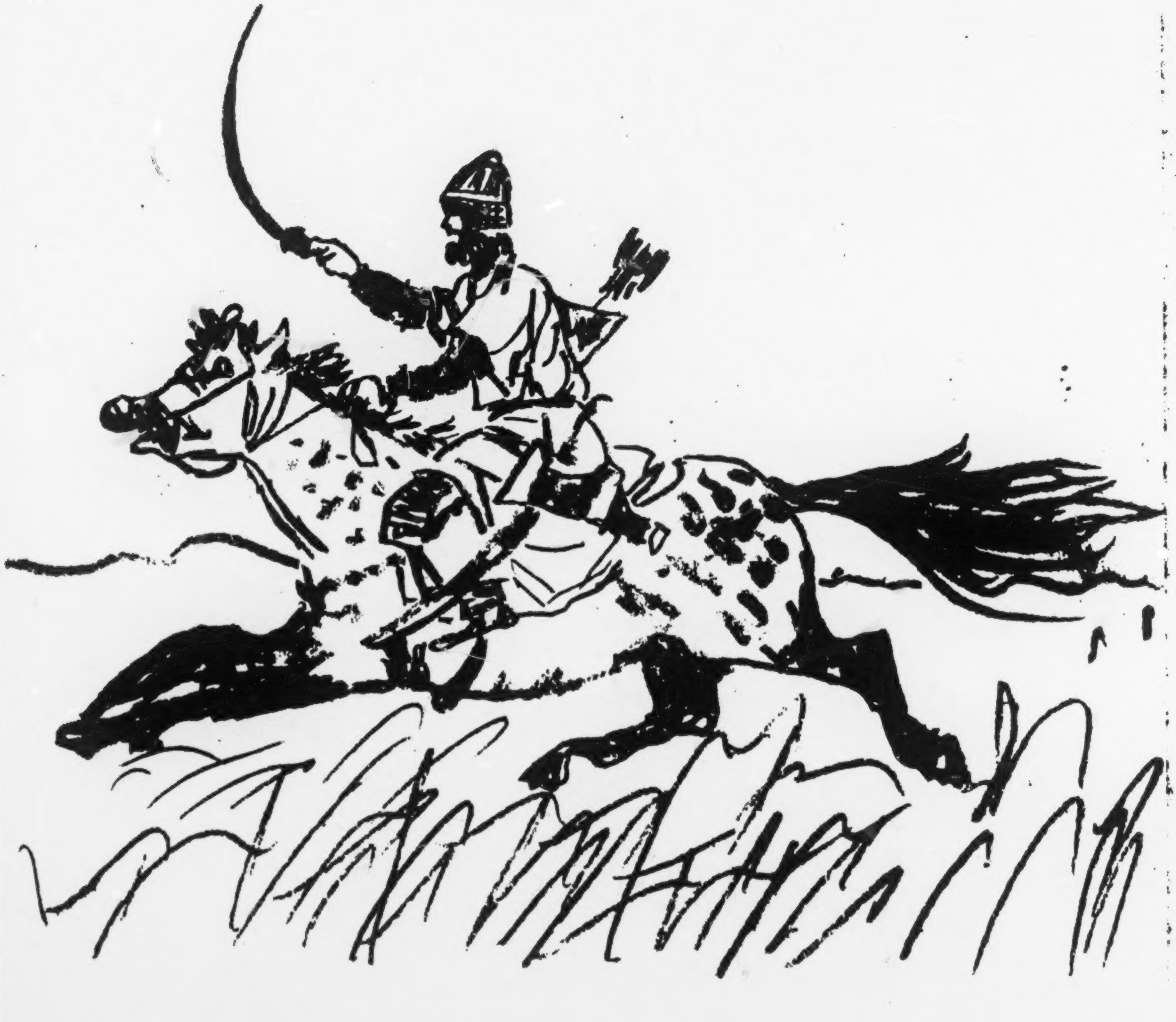

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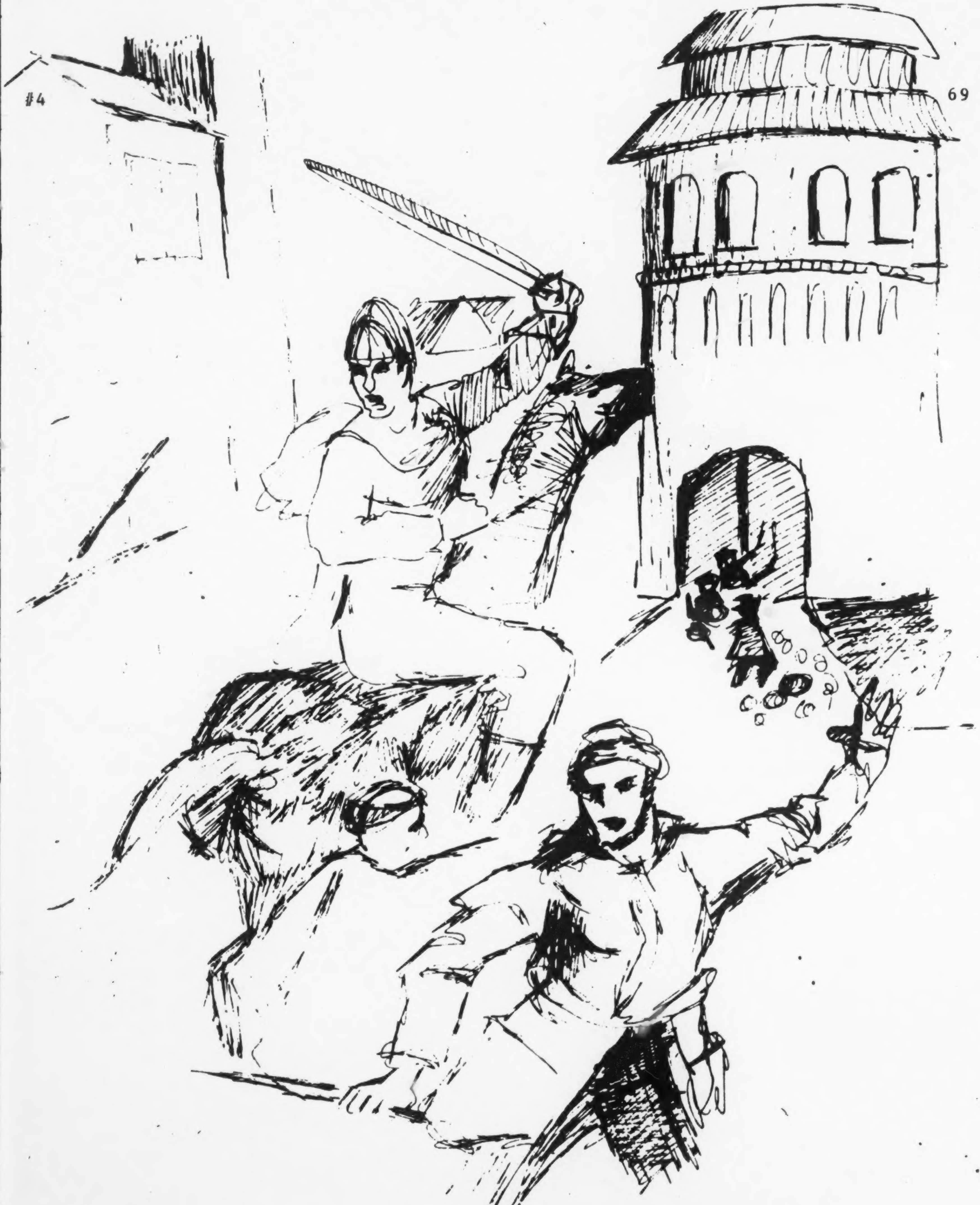

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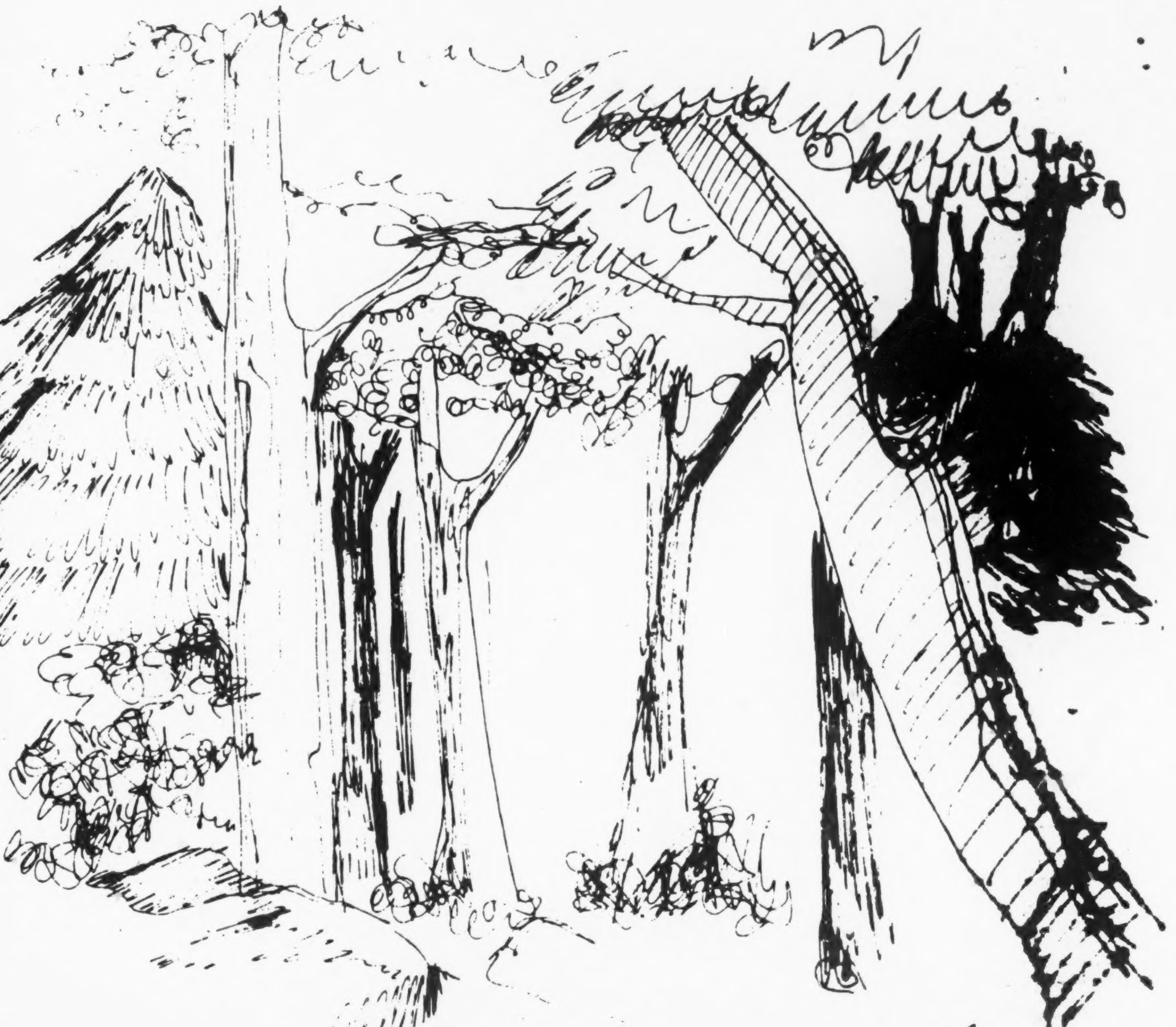

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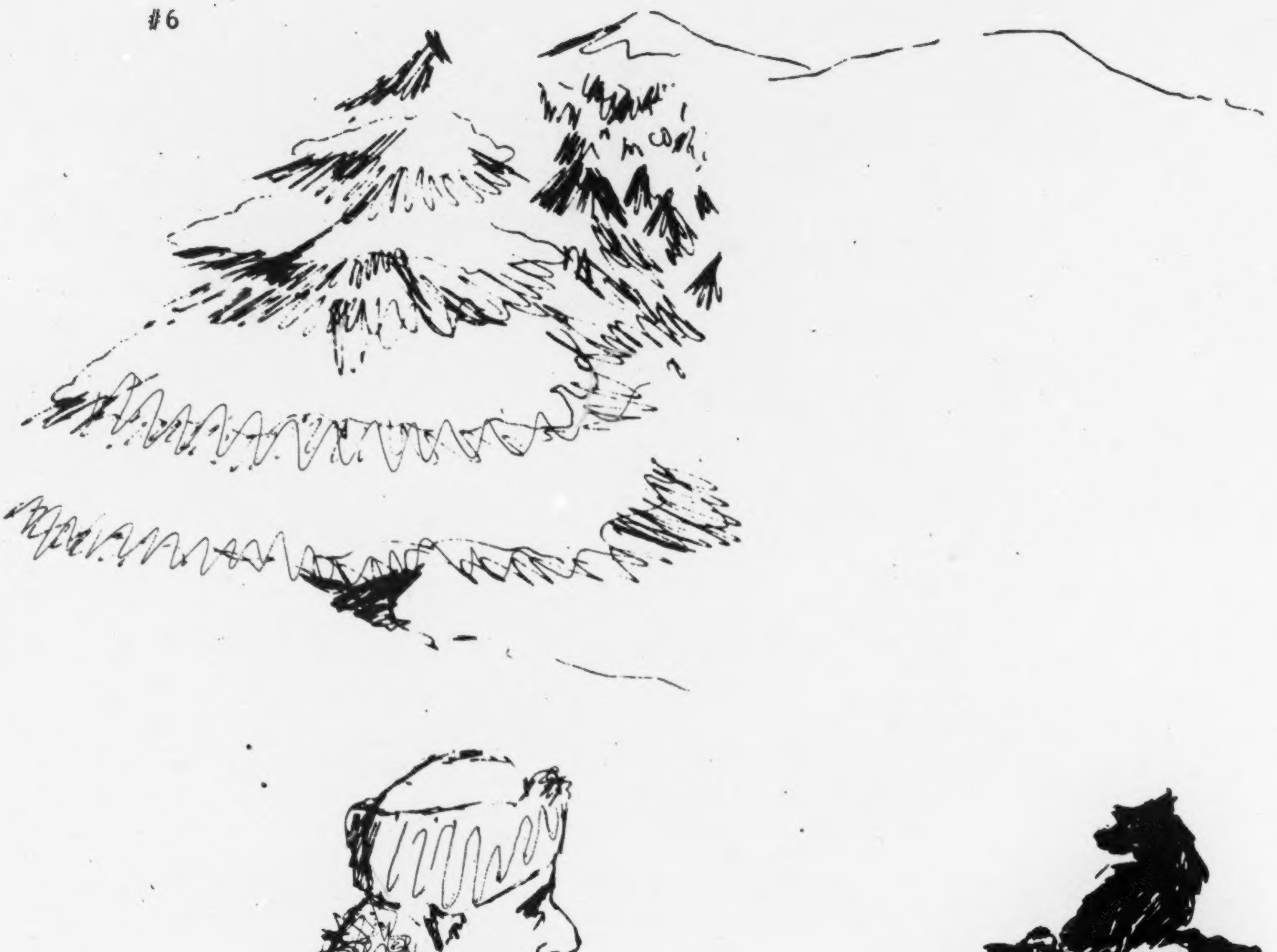

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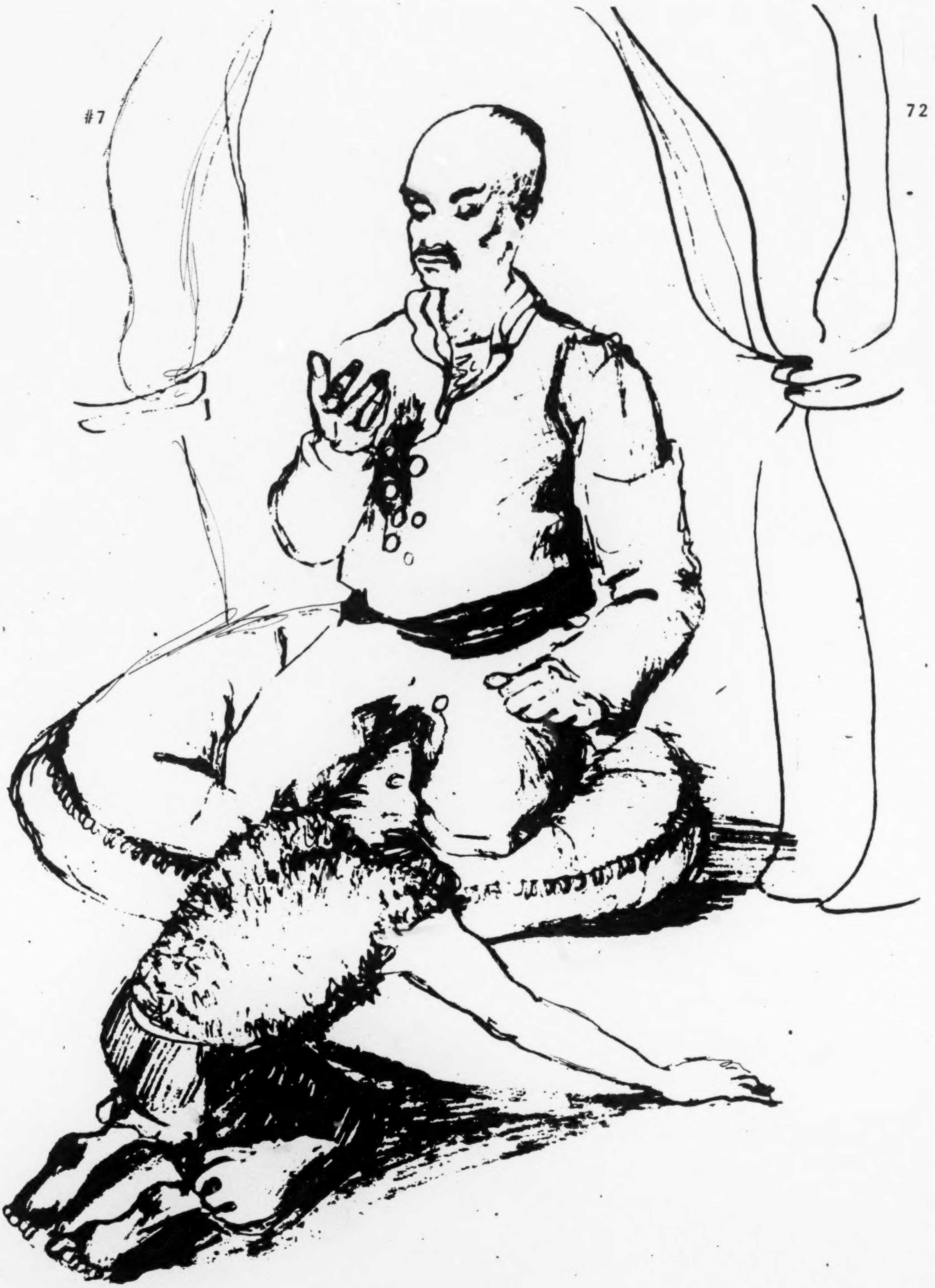

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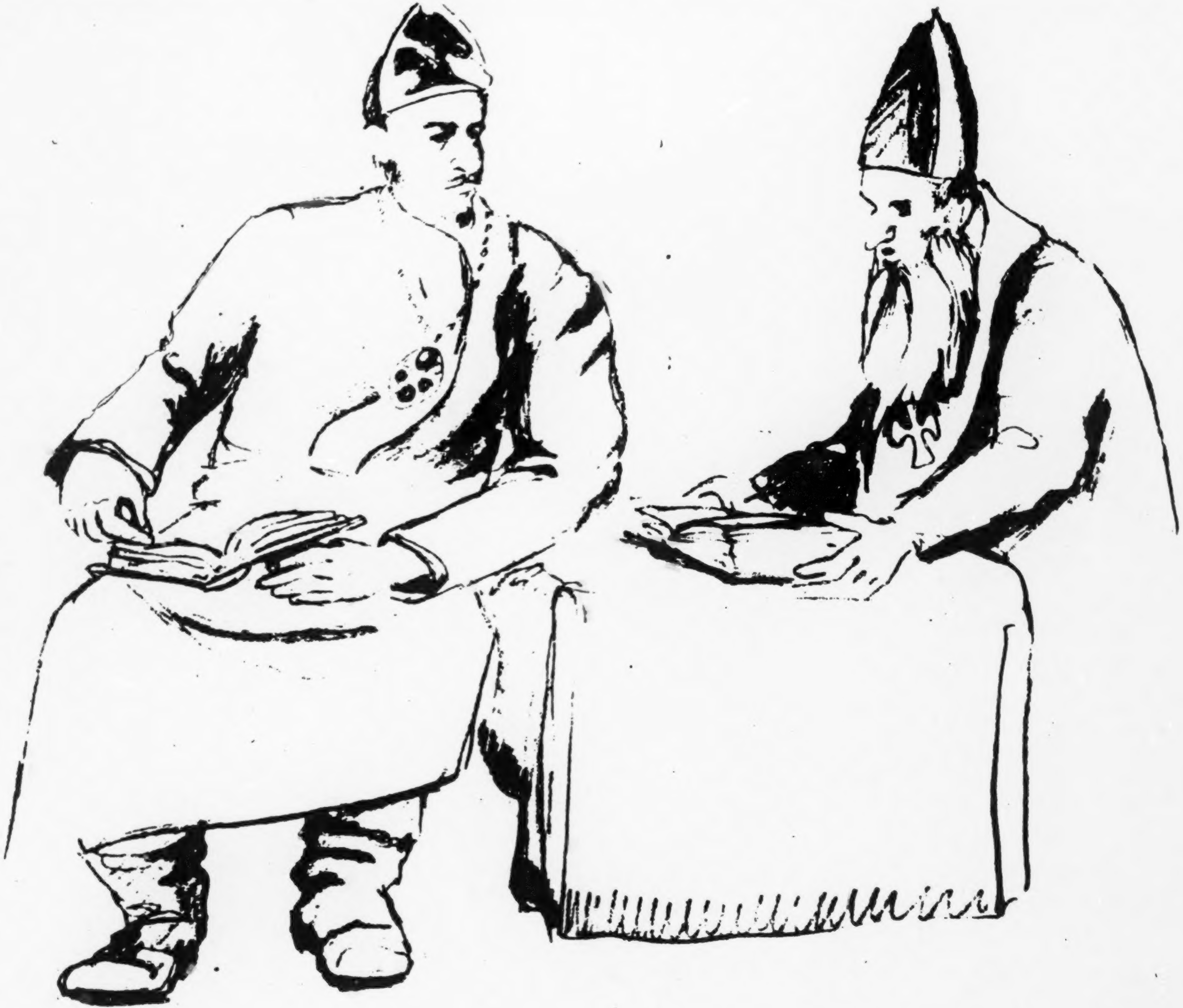

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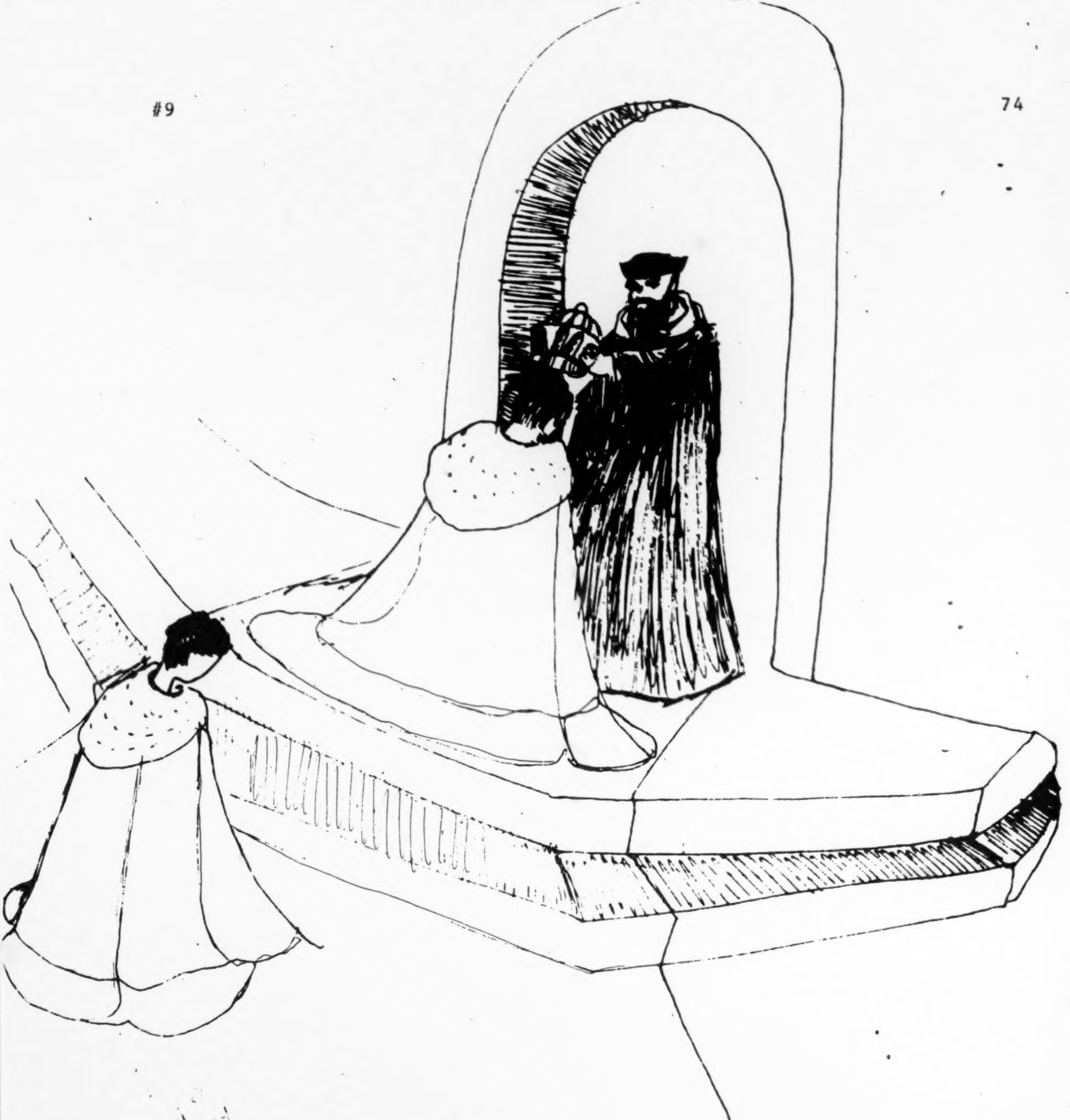

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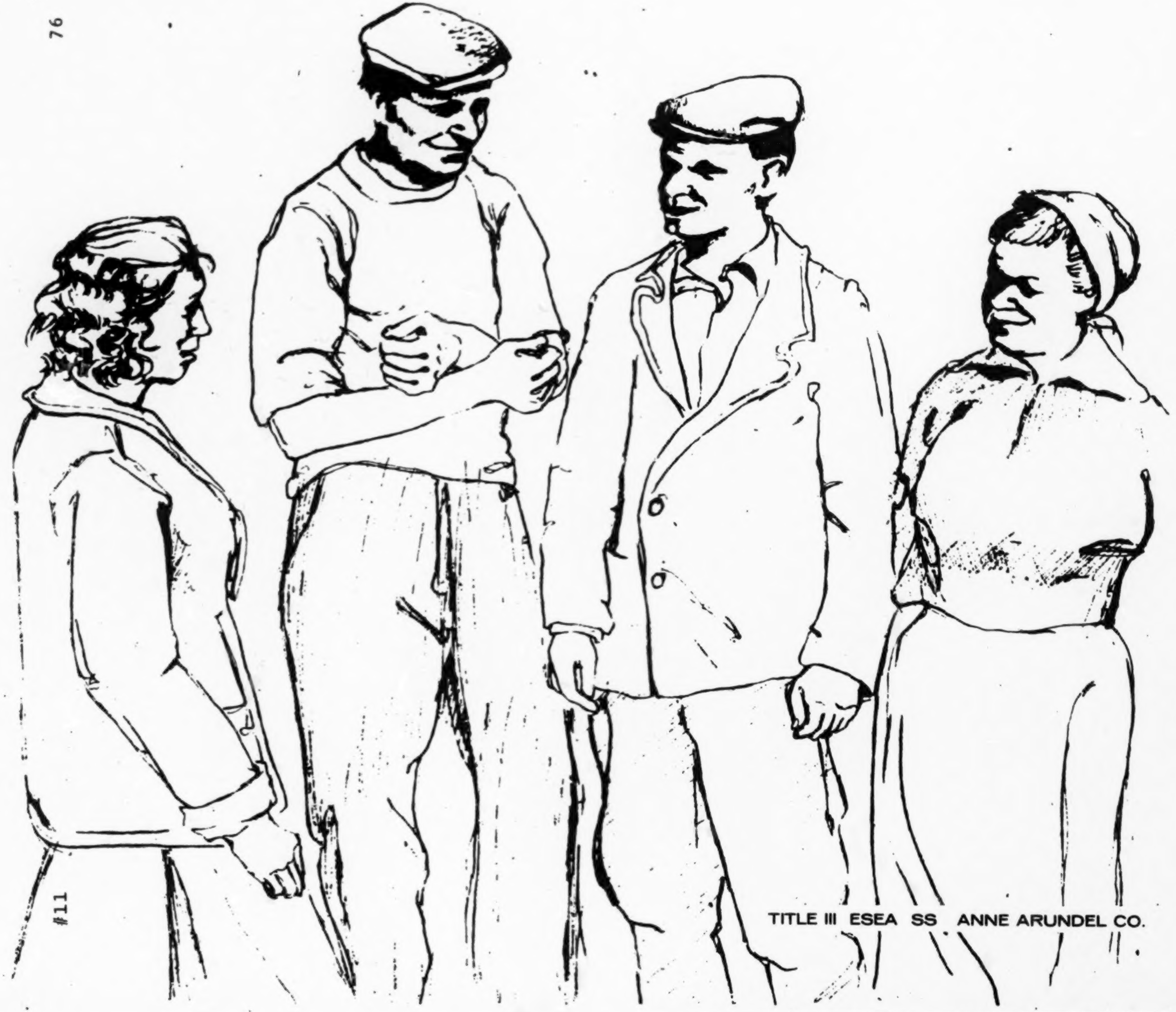

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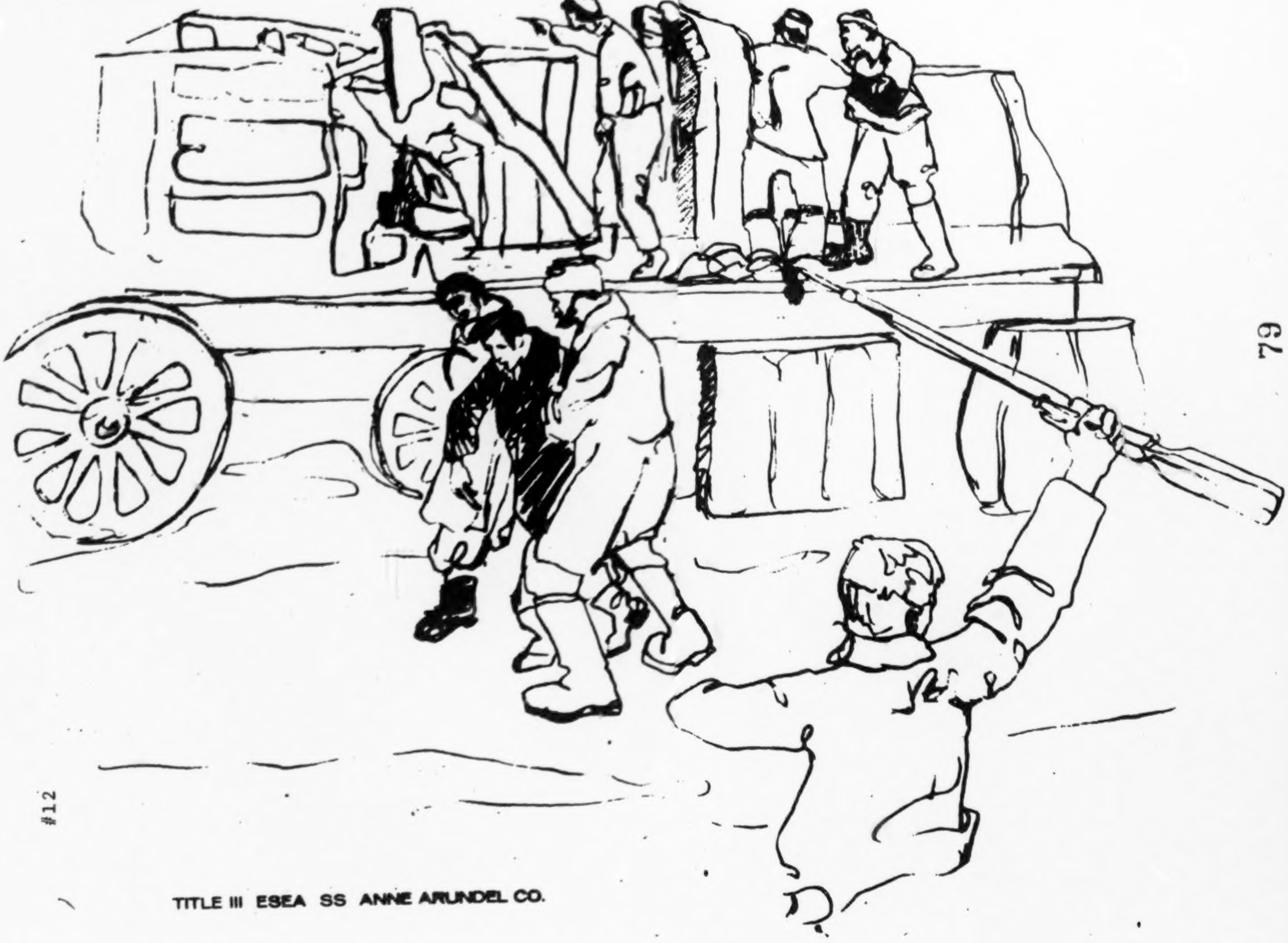

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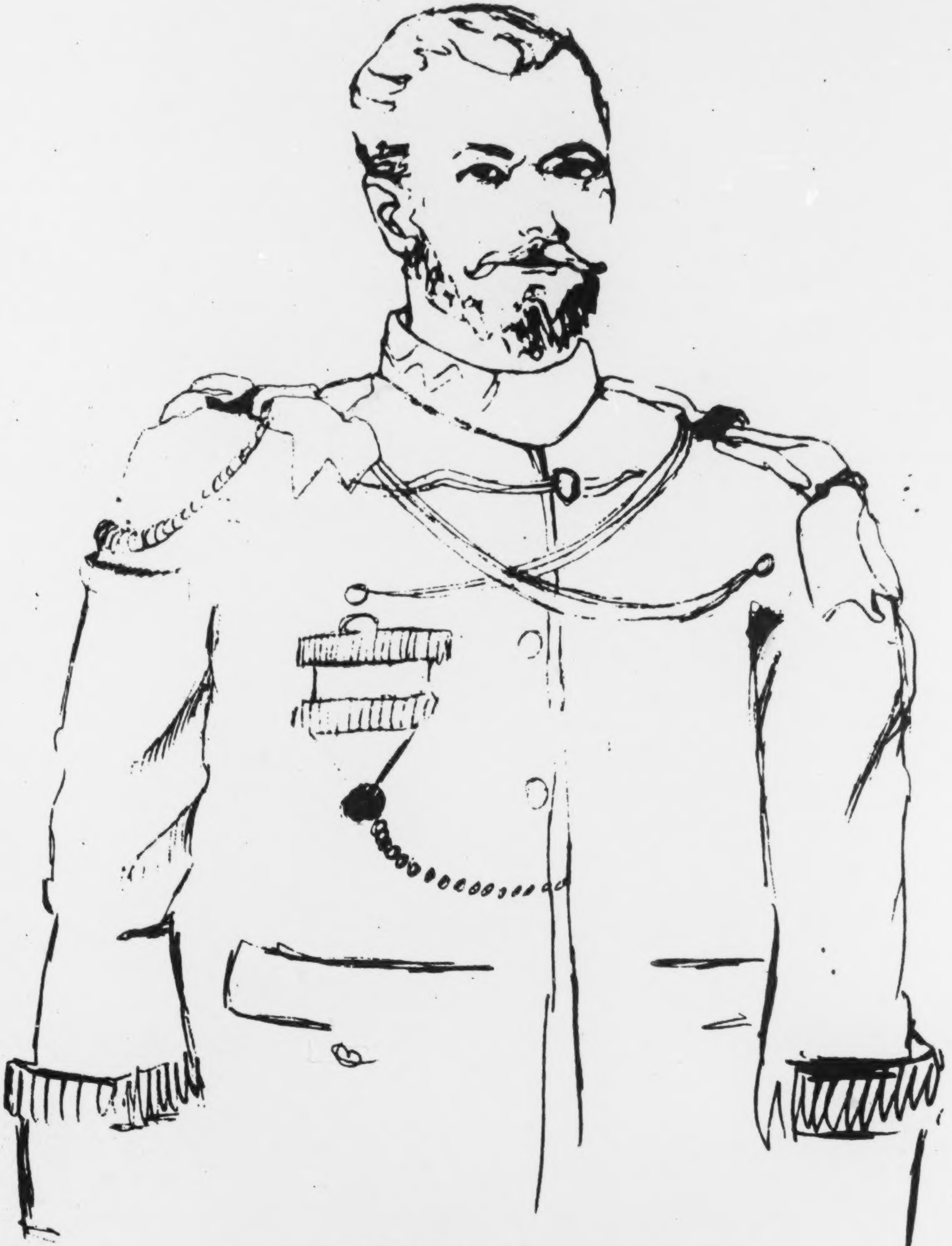

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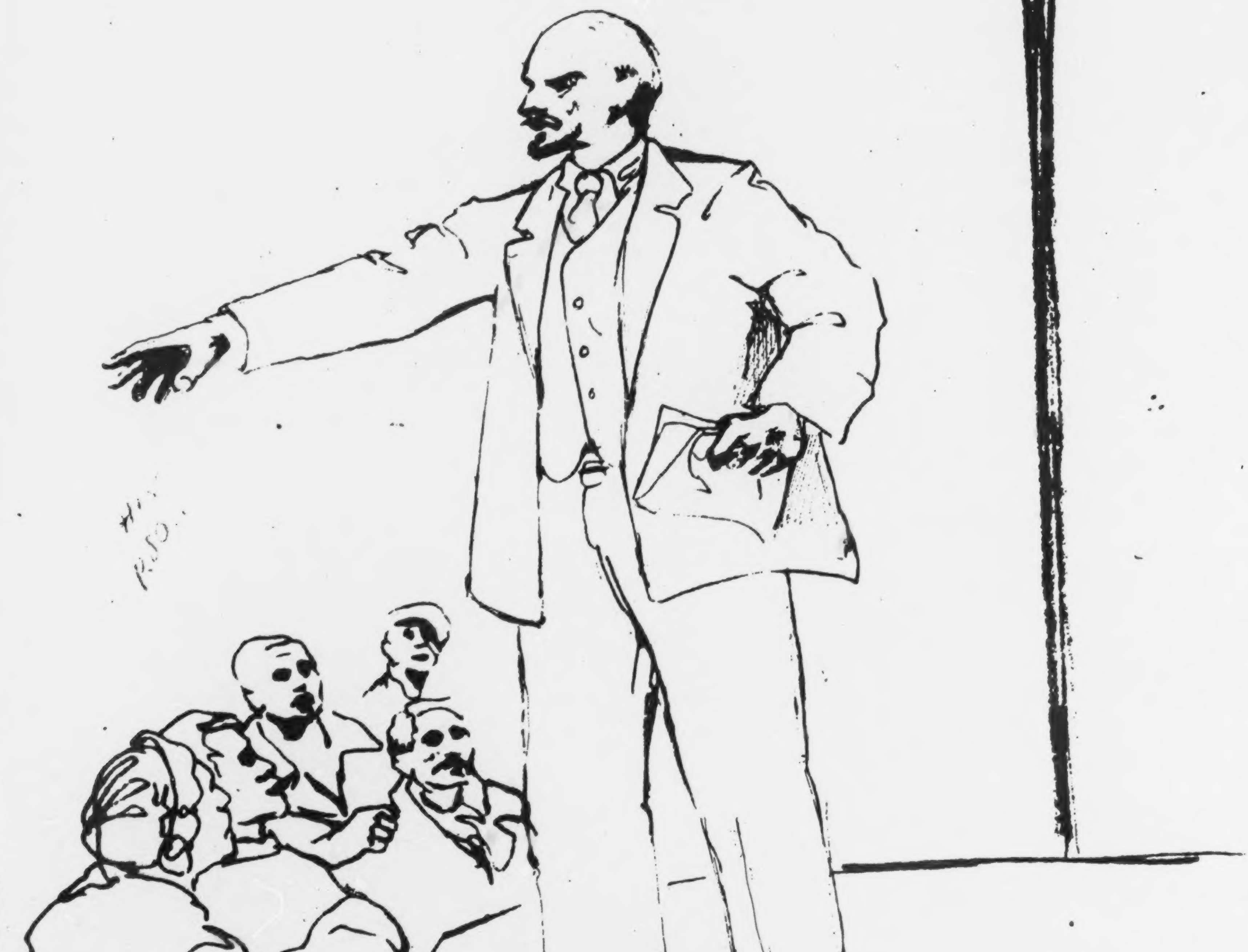

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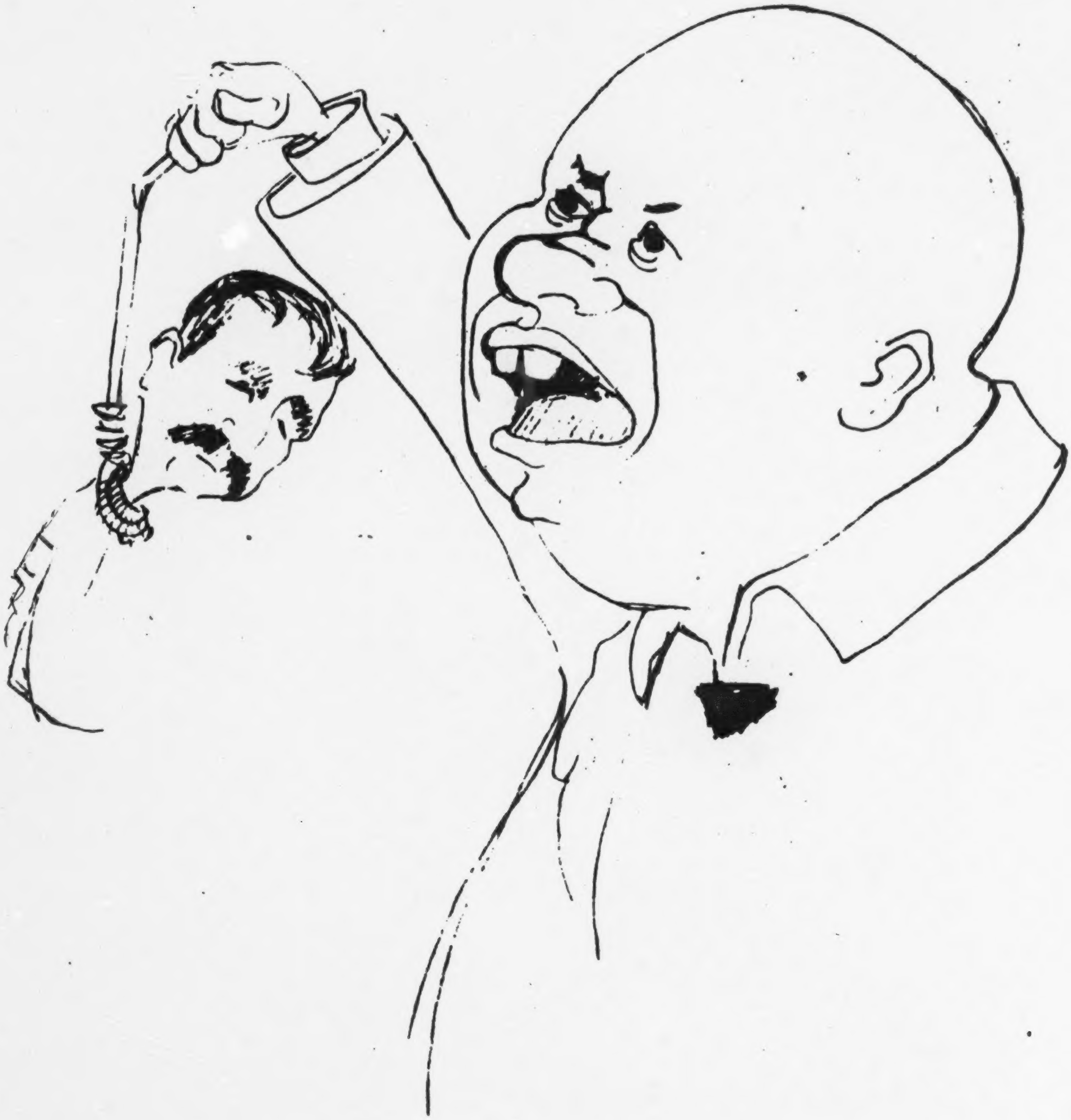

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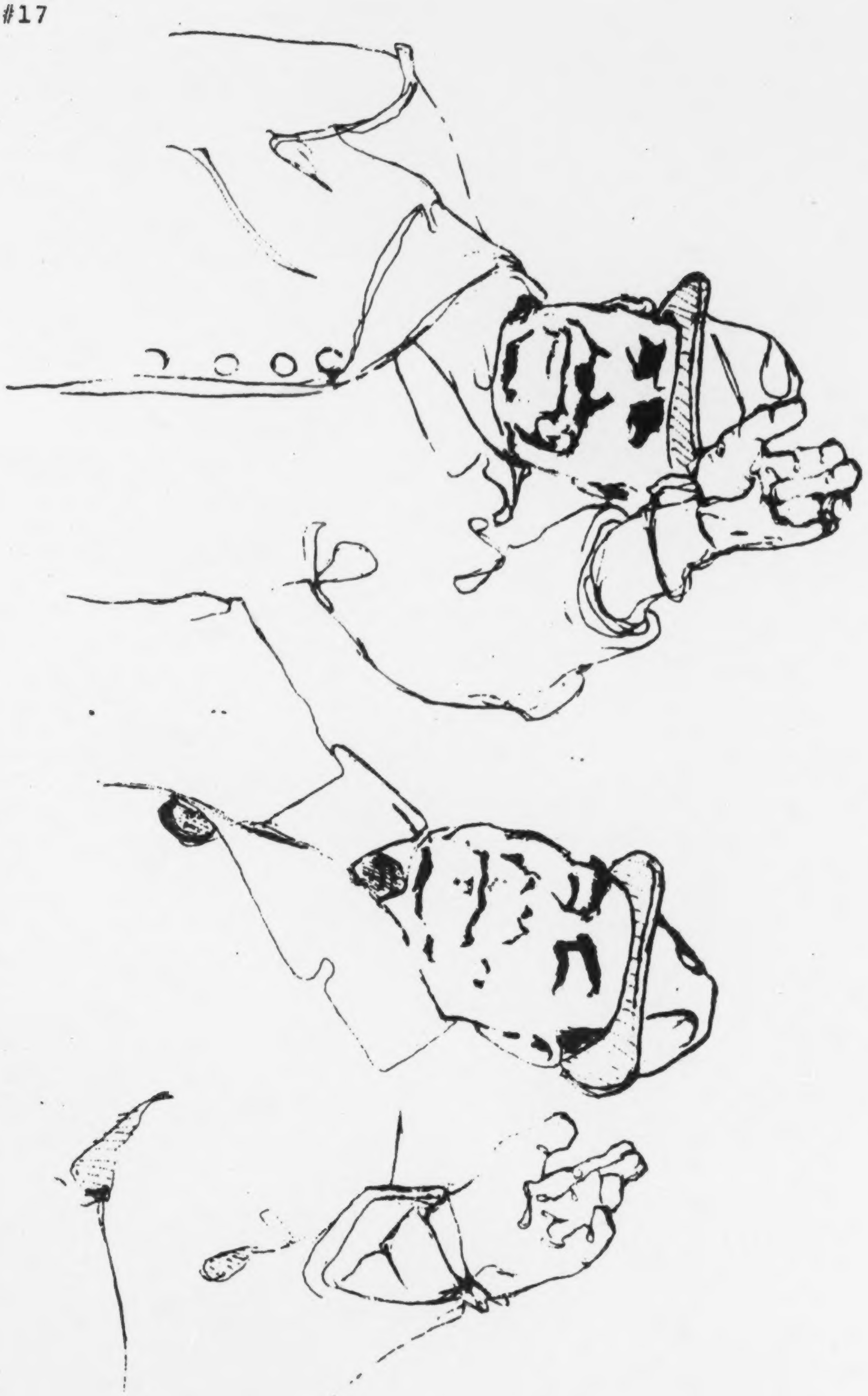

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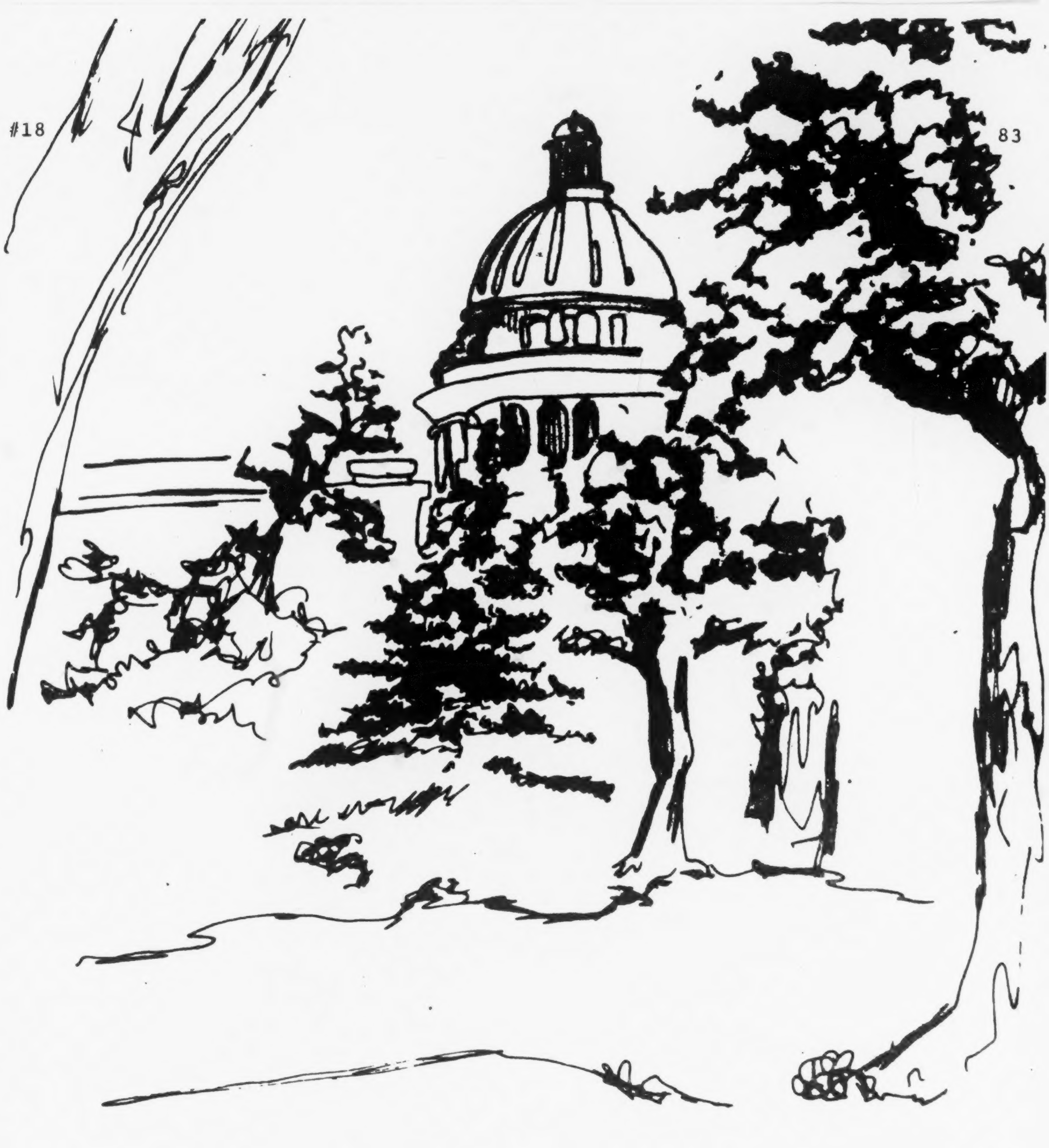

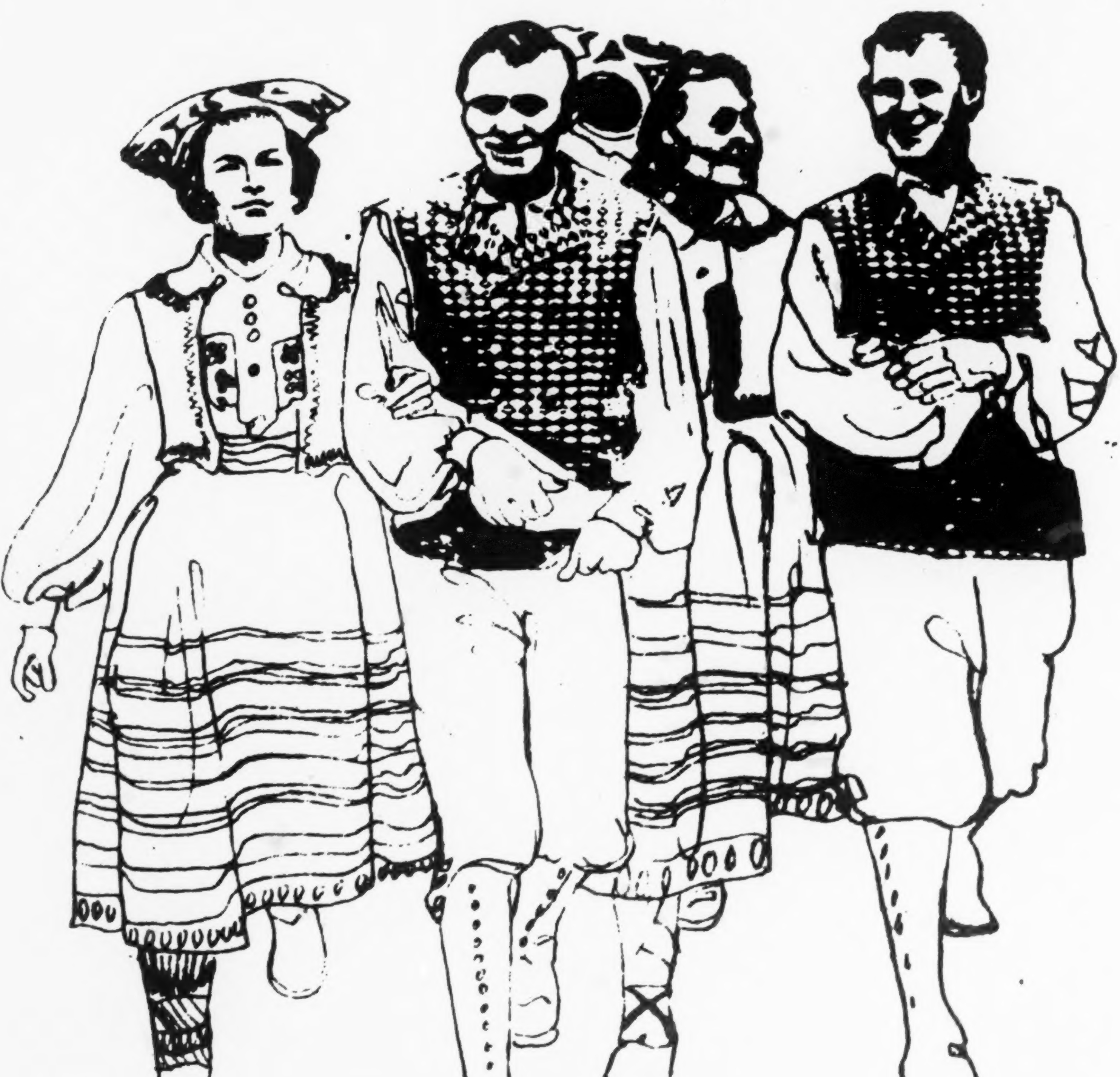

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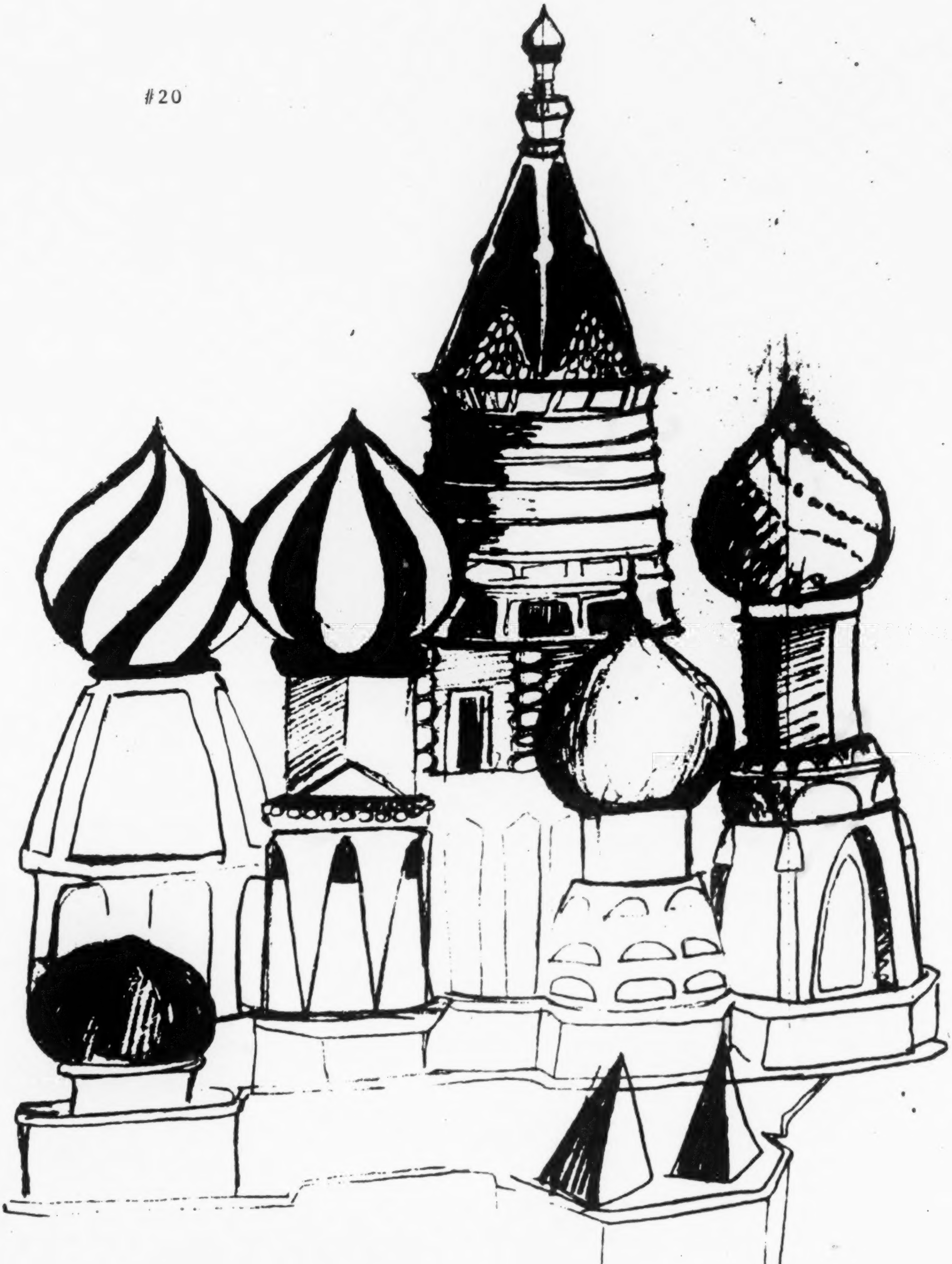

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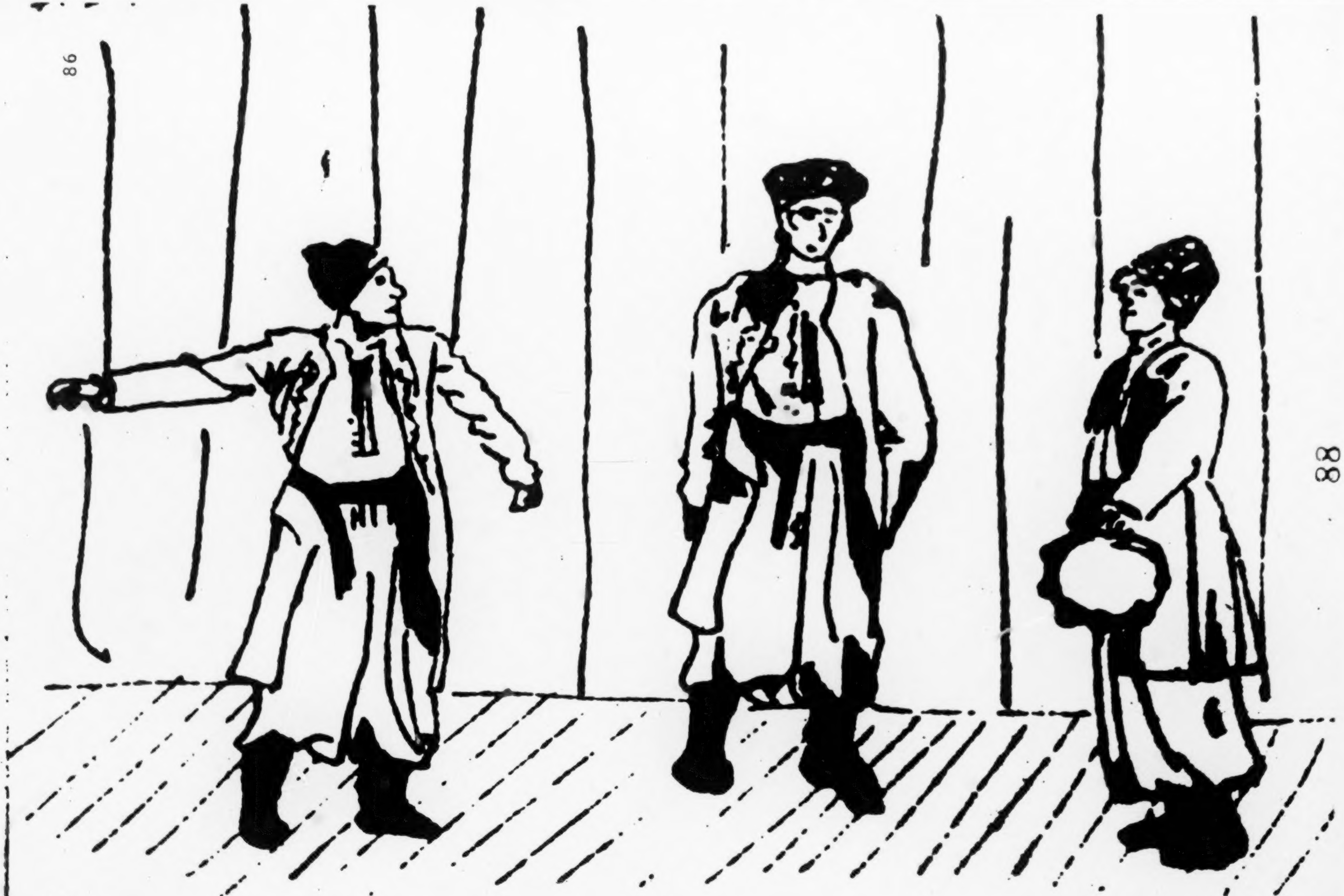

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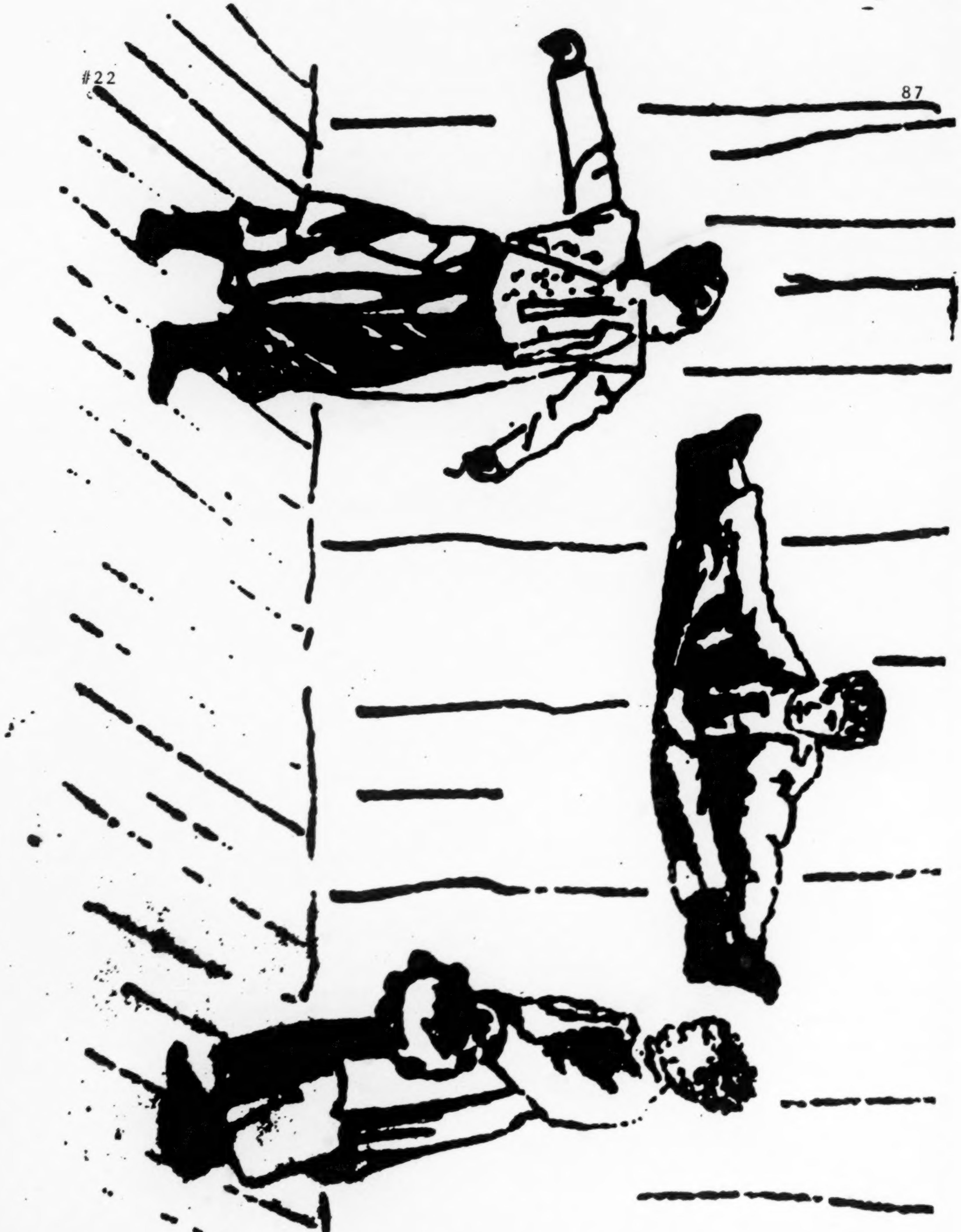

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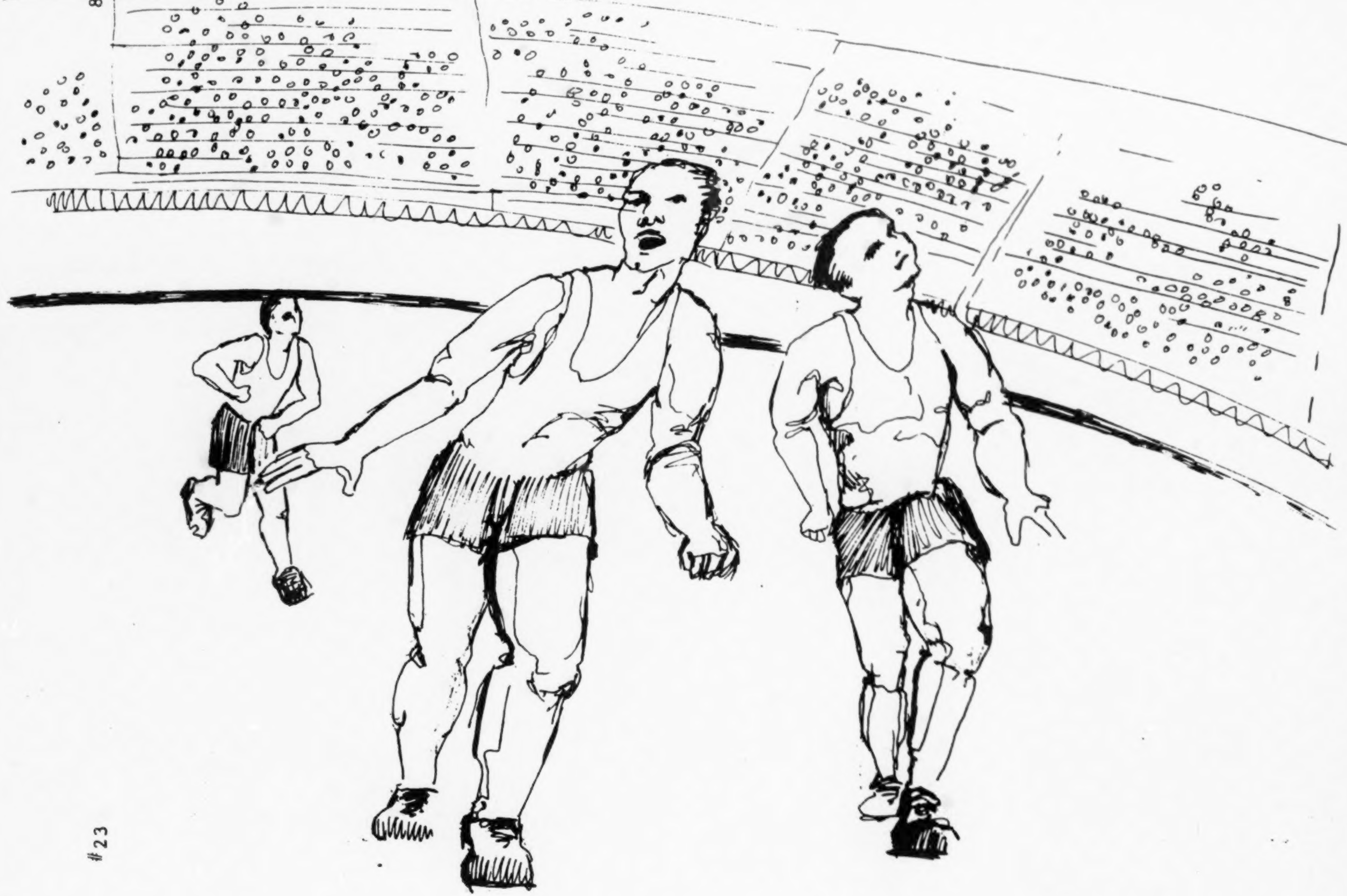

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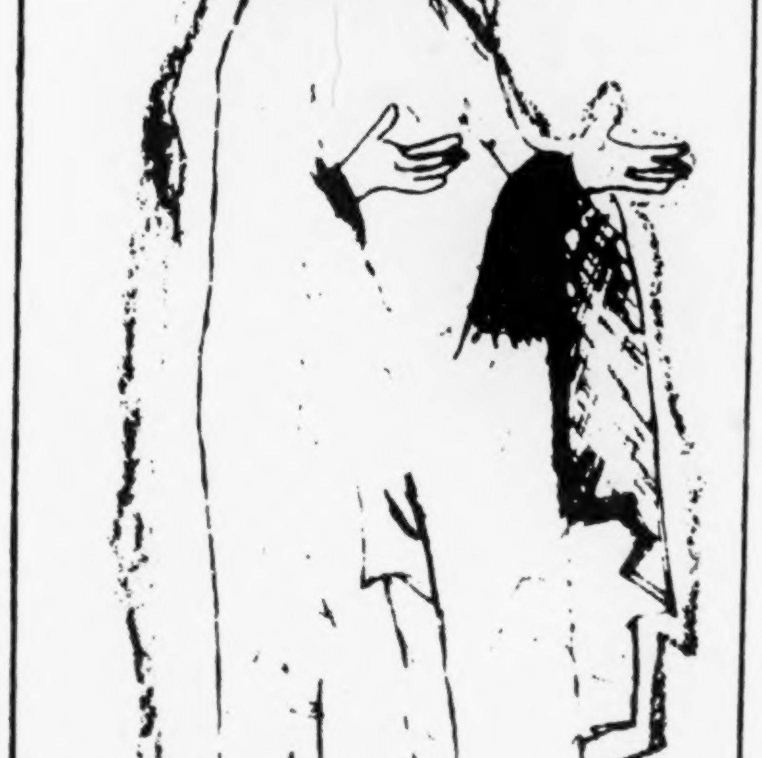

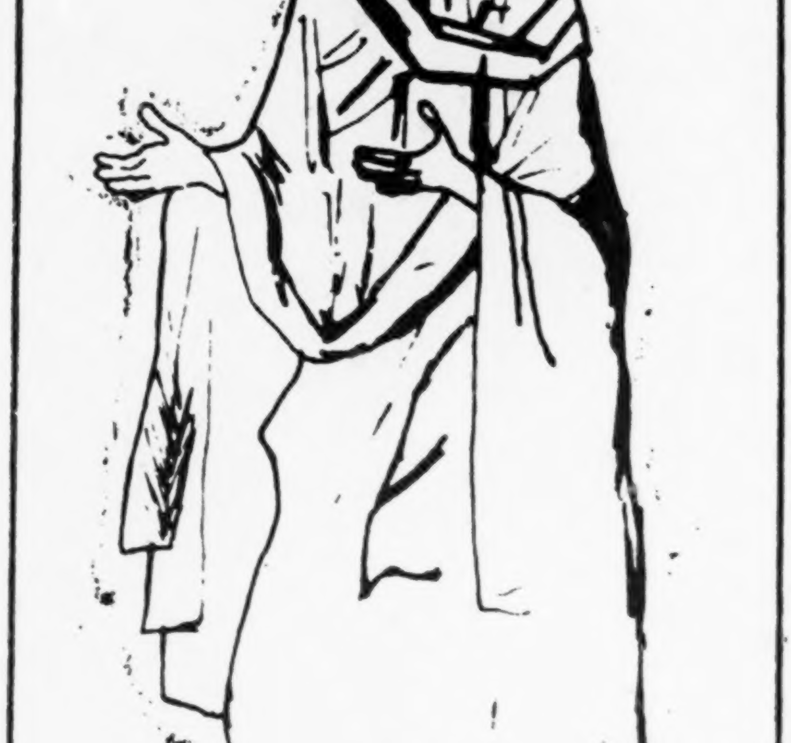

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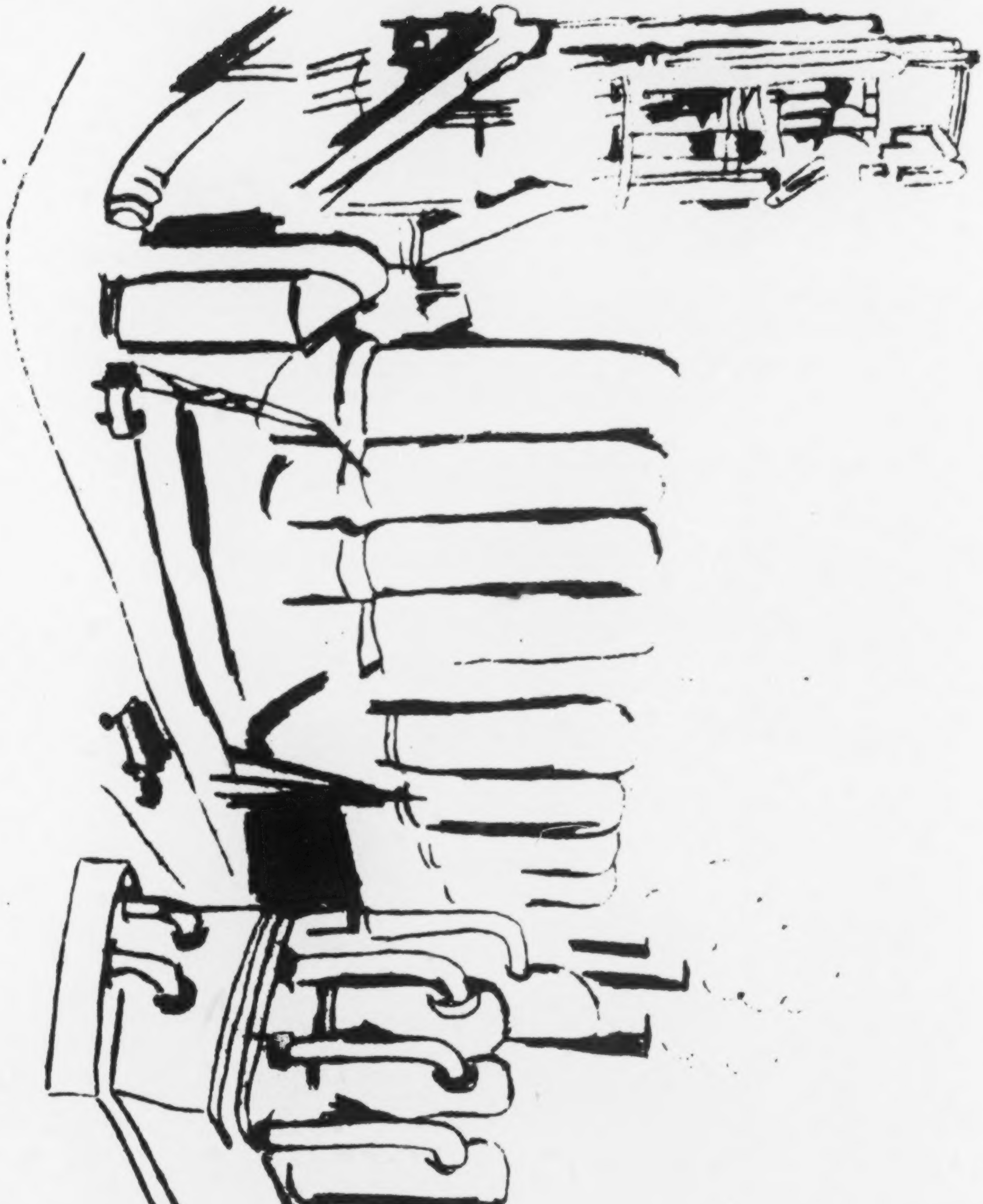

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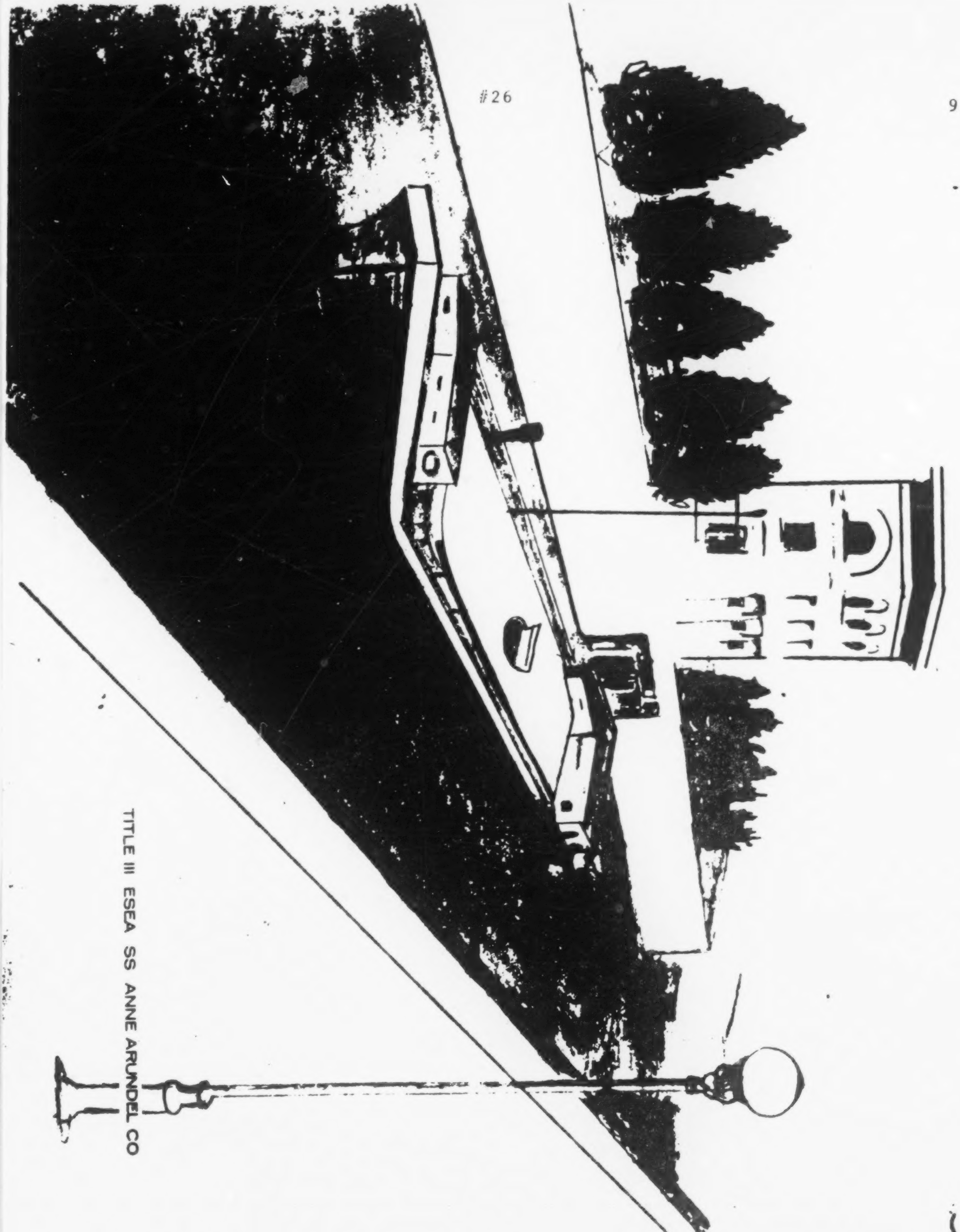
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LEARNING EXPERIENCE

Lesson Plan #7

I. Teacher Objectives:

1. To use the overview taped lesson to review the effects of Russian history on the development of Moscow.
2. To provide an opportunity for students to construct a time line.

II. Student Objectives:

1. Students will be able to construct symbols to represent at least fifteen major historical events brought out in the overview lesson.
2. Students will be able to construct a time line using symbols for at least fifteen major events.
3. Most students will be able to discuss orally at least five of the fifteen events placed on the time line.

III. Motivation:

Observe and discuss orally a previously constructed time line.

IV. Transition:

Design materials for the construction of a time line.

V. Development:

1. Divide class into small groups.
2. Present the review overview lesson in small groups.
3. Allow students an opportunity to discuss orally, when necessary, the symbols and time line.

4. Construct symbols and time line.

5. Place symbols on time line.

6. Allow students to address themselves to the "parade of events" on the time line.

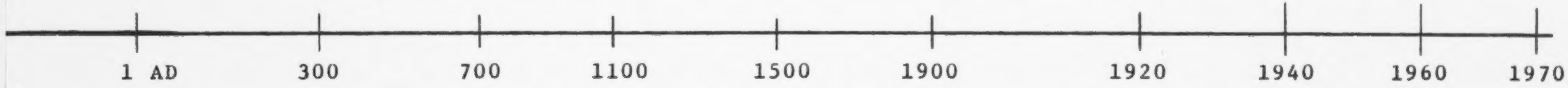
VI. Summary:

A true-false quiz based on the time line will be answered by students. (This short quiz can be constructed by the individual teacher according to the particular class situation.)

VII. Materials:

Tape recorder
Prepared overview tape
Listening post
Filmstrip projectors (3)
Filmstrips
Overhead projector
Transparencies (refer to originals from overview lesson)
Reference materials

TIME LINE ACTIVITY


1 AD
300
700
1100
1500
1900
1920
1940
1960
1970

MAJOR EVENTS

1. Slav Migration
2. Viking Rule
3. Mongol Invasion
4. Migration to Moscow
5. Moscow as the Holy City
6. Capital at St. Petersburg
7. Napoleon's Invasion
8. Czar Overthrown
9. Lenin as leader
10. Stalin comes to power
11. German retreat from Russia
12. Rise of Khrushchev
13. Sputnik
14. Kosygin and Breznnev
15. Luna 15

LEARNING EXPERIENCE

Lesson Plan #8

I. Teacher Objectives:

1. To develop the concept of Moscow being the center of Russian culture and life by constructing charts of the city.
2. List at least three characteristics of Moscow.
3. To stimulate individual student involvement in small group projects.
4. To provide students with an opportunity to share their information with the other class members.

II. Student Objectives:

1. Students will construct charts listing at least five facts pertaining to the city of Moscow.
2. Students will work in various learning stations to gather information needed for charts of Moscow.
3. Students will discover and record facts dealing with Moscow's importance to the Soviet Union.
4. Each group of students will be able to explain the information found on their chart to the other members of the class.

III. Motivation:

Students will establish the format.

IV. Transition:

Through student involvement in research on Moscow.

V. **Development:**

1. Students will conduct research on Russian cities by utilizing learning stations.
2. Students will be divided into small groups to discuss their topic on Russia.
3. Students will construct charts using symbols and facts about Moscow.
4. Charts will be displayed around the room.

VI. **Summary:**

Representatives from the individual groups will explain the information found on their chart for the entire group.

VII. **Materials:**

Reference books
Listening post
Filmstrip projectors (3)
Overhead projector
Transparencies (student-made)
Film projector
Paste
Crayons
Scissors

LEARNING STATION #1

(Accompanying Lesson Plan #8)

I. Student Objectives:

1. After viewing the film you will be able to decide what information could be used in your charts.
2. You will be able to list at least three facts useful in the construction of your charts.

II. Procedure:

1. Set up and operate the film.
2. View the film carefully in order to gather relative information.
3. Write a short summary of characteristics of Moscow using information gathered.
4. When film is completed, rewind it for next viewing.

You may move to the next station of your choice.

III. Evaluation:

1. Did the film contain adequate information?
2. Was the film interesting?

IV. Materials:

Paper
Pencil

LEARNING STATION #2

(Accompanying Lesson Plan #8)

I. Student Objectives:

1. You will be able to set up and operate the filmstrip projector, previewer and/or the record player.
2. You will be able to list at least three characteristics of the city of Moscow.

II. Procedure:

1. Set up and operate the necessary equipment.
2. View the filmstrip and record at least three facts pertaining to the city of Moscow which will be helpful in future work.
3. Rewind filmstrip to the title frame or return it to the container.
4. You may now move to another learning station of your choice.

III. Evaluation:

1. Was the material presented in the filmstrip easy to understand?
2. Did you succeed in operating the equipment?
3. Were you able to find sufficient data from the filmstrip?

IV. Materials:

Notebook paper
Pencil

LEARNING STATION #3

(Accompanying Lesson Plan #8)

I. **Student Objectives:**

1. Through the use of a variety of reference materials, you will be able to list at least four major characteristics of the city of Moscow.
2. You will be able to share ideas and information with the other members of the group working at this station.
3. You will be able to formulate generalizations from data gathered at the stations visited.

II. **Procedure:**

1. Select materials that you feel will be helpful in gathering your list of characteristics.
2. Record those facts which you feel are important.
3. Decide how you will share the information with the group.
4. Write at least one generalization from data gathered.

III. **Evaluation:**

1. Did you enjoy working at this station?
2. Could you suggest another way to make this station more interesting?

IV. **Materials:**

Notebook paper
Pencil

LEARNING EXPERIENCE

Lesson Plan #9

I. Teacher Objectives:

1. To cite alternative locations for the capital city of the Soviet Union.
2. To provide for student involvement in both small groups and in panel discussions.
3. To encourage students to develop valid generalizations based on facts gathered at the various learning stations.

II. Student Objectives:

1. Students will actively participate in a small group and/or panel discussion.
2. Students will be able to formulate one major idea pertaining to the location of Russia's capital.
3. Students will be able to utilize a variety of materials in order to accept or reject the previously formulated idea of Russia's capital.

III. Motivation:

Students will discuss the physical, economic, and cultural advantages of Washington, D.C. as our capital.

IV. Transition:

Through a carrying-over of ideas pertaining to Washington, D.C. as our capital, and to Moscow, the capital of the Soviet Union.

V. Development:

1. Students will discuss the benefits of Washington, D.C. as a capital and express possible alternatives for a capital city.
2. Students will then be asked to examine the suitability of Moscow as a site for a capital city.
3. Students will work in small seminar groups with the teacher to examine Moscow's suitability.
4. Students may select and present alternative sites for Russia's capital.
5. Representatives from each group will share ideas through a panel discussion.

VI. Summary:

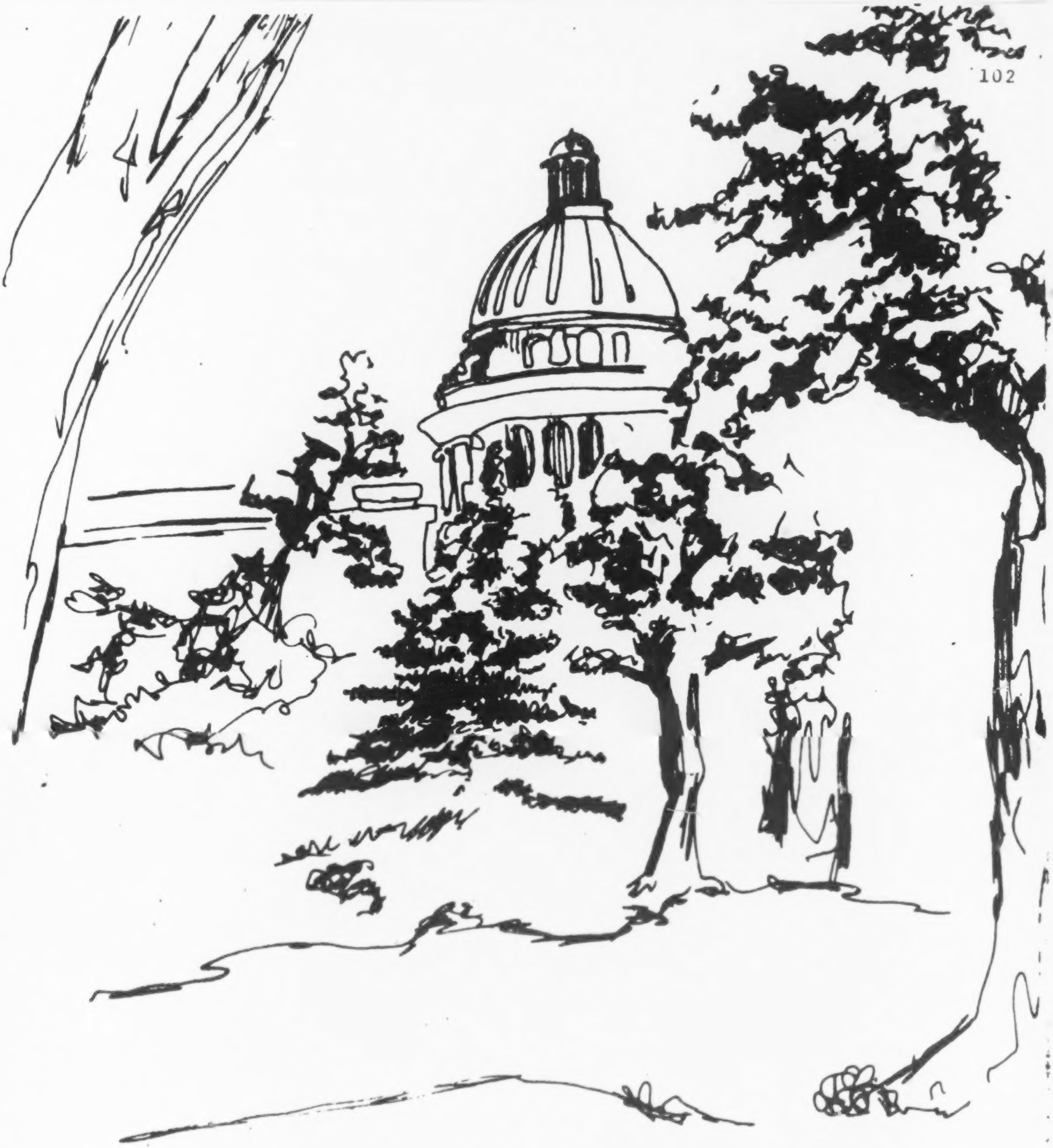
Through the panel discussion students will present their ideas related to the Russian capital's location.

VII. Assignment:

Students will be asked to come prepared to play a game tomorrow.

VIII. Materials:

Overhead and transparency
Chalkboard
Paper and pencils
Atlas
Books



Lesson Plan No. 9
Transparency No. 1

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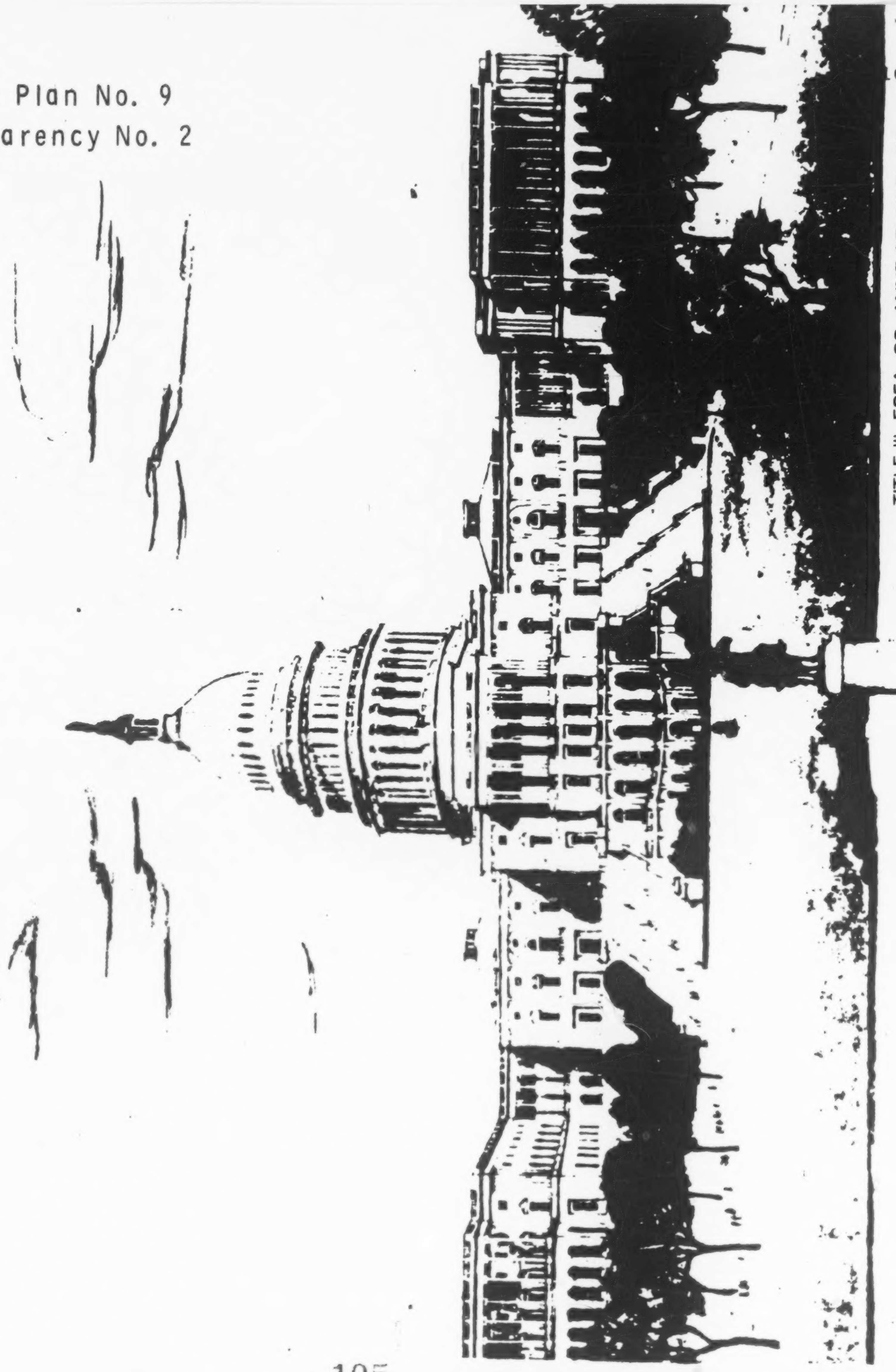
Lesson Plan No. 9
Transparency No. 2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LEARNING EXPERIENCE

Lesson Plan #10

I. Teacher Objective:

To provide through a simulation game strategies used in obtaining positions of high standing in the Soviet Political System.

II. Student Objectives:

1. Students will actively participate in role-playing.
2. Students will be able to identify and classify at least five out of ten leadership positions in the Soviet Union.

III. Motivation:

Students will interpret cartoon on how a government leader is born.

IV. Transition:

Government leaders are not just created, they rise to political power through a definite leadership process.

V. Development:

Students will become familiar with the introduction and rules of the Kremlin Game.

Students will actively participate in playing the game.

VI. Summary:

Through a group discussion students will present their ideas concerning political leadership in the Soviet Union.

VII. Materials:

Overhead Projector
Transparency
Game cards
Game playing board

Dice
Playing pieces
Game instruction sheet

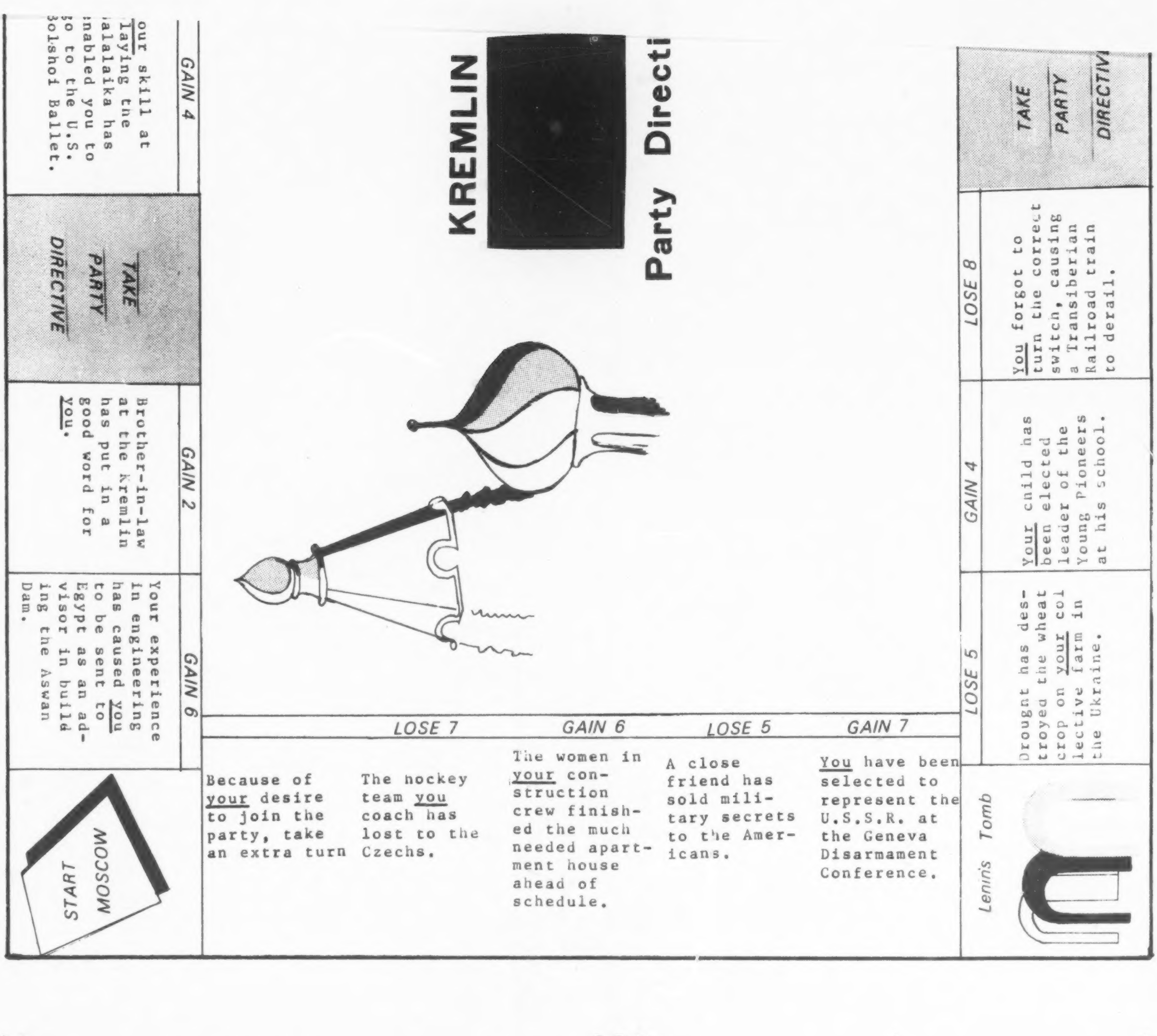
KREMLIN

Introduction

The purpose of the game is to achieve a position of high standing in the Soviet Government. This can be achieved by the accumulation of 100 points as one passes around the game board and faces a number of different situations. The situations found on the blocks and on the Party Directive Cards will determine either the gaining or losing of points which should be recorded on the score sheets, which will be provided. The first person to score a total of 100 points will be declared First Party Secretary and the game will end. Since game pieces are not provided, you will have to provide your own.

Rules

1. All players begin on square marked "Moscow Start".
2. Players take turns throwing the die and moving their token the number of blocks indicated on the top of the die.
3. On a score sheet the scorekeeper will record the points lost or gained on each move for each player.
4. Some blocks will not add to or detract from score.
5. The players must take a Party Directive and follow its instructions when told to do so.
6. When a player is sent to the Political Reindoctrination Center he loses 10 points. In order to leave the Political Reindoctrination Center he must lose 2 turns or may forfeit an additional 10 points.
7. Upon attaining 50 points the player is admitted as a member of the Communist Party.
8. The first player to accumulate 100 points and assume a role of leadership in the Kremlin is declared the winner.


START
MOSCOW
GAIN 6
Your experience in engineering has caused you to be sent to Egypt as an advisor in build ing the Aswan Dam.
GAIN 2
Brother-in-law at the Kremlin has put in a good word for you.
TAKE
PARTY
DIRECTIVE
GAIN 4
our skill at laying the alalaika has enabled you to go to the U.S. Bolshoi Ballet.
KREMLIN
Party Directi
Because of your desire to join the party, take an extra turn
LOSE 7
The hockey team you coach has lost to the Czechs.
GAIN 6
The women in your construction crew finished the much needed apartment house ahead of schedule.
LOSE 5
A close friend has sold military secrets to the Americans.
GAIN 7
You have been selected to represent the U.S.S.R. at the Geneva Disarmament Conference.
Lenin's Tomb
LOSE 5
Drought has destroyed the wheat crop on your col lective farm in the Ukraine.
GAIN 4
Your child has been elected leader of the Young Pioneers at his school.
LOSE 8
You forgot to turn the correct switch, causing a Transiberian Railroad train to derail.
TAKE
PARTY
DIRECTIV

May Day Parade

GAIN 8

In the Olympics, the mile relay team, of which you are a member has captured a gold medal.

LOSE 6

You have been found guilty of shop-lifting in the GUM store.

GAIN 5

A new seed that resists frost has been developed on your state farm.

GAIN 4

Your skill at playing the Balalaika has enabled you to go to the U.S. Bolshoi Ballet.

TAKE PARTY DIRECTIVE

GAIN 2

Brother-in-law at the Kremlin has put in a good word for you.

LOSE 4

Your daughter has written a critical essay about the government.

GAIN 7

You work in a shoe factory which has exceeded its quota.

If you roll an odd number, go ahead that many spaces.

If you roll even, go to the Political Reindoctrination Center.

GAIN 5

You have written an editorial for the newspaper Pravda criticizing the activities of Church leaders.

LOSE 6

Poor care of equipment has caused loss of production in your steel mill.

Political Reindoctrinationation Center

GAIN 8

You have invented a new space fuel for the 1st Russian moon landing.

LOSE 4

You were just seen attending the church funeral of your grandmother.

GAIN 10

The platoon you led threw back a border attack by the Red Chinese.

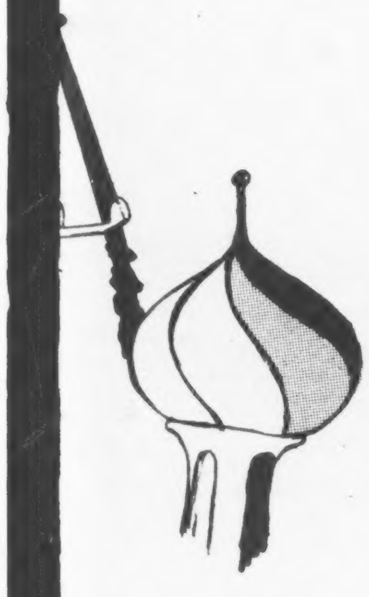
TAKE PARTY DIRECTIVE

LOSE 8

You forgot to turn the correct switch, causing a Transiberian Railroad train to derail.

AIN 4

child has elected r of the Pioneers s school.



KREMLIN

Party Directives

Your criticism of factory apartments has led to trouble with other occupants.

Lose 10 points.

The Lunar Probe you helped to design crashed on the moon.

Lose 20 points and go to the Political Reindoctrination Center.

Your perfect attendance at the Vladivostok Canning Factory will be rewarded.

Gain 15 points.

The book you wrote has been approved by the Commisar of Culture.

Gain 10 points.

The state farm to which you were assigned has been rewarded with a bonus because of its continued over-production.

Gain 8 points.

Your participation in an anti-government rally has led to your arrest.

Lose 5 points and go to the Political Reindoctrination Center.

You are expelled from the Communist Party for disloyalty and mis-use of funds.

Lose 15 points.

You have been promoted to the rank of Captain as a result of your leadership during the Czechoslovakian revolt.

Gain 10 points.

For your outstanding leadership as an advisor to a Young Pioneer Camp near Kiev you have been presented with the Medal of Civic Action.

Gain 5 points.

You have uncovered a plot to sabotage a clothing factory and your quick action helped the police to foil this plot.

Gain 5 points.

You are ordered to return from your post at the American Embassy because of your increased friendship with foreign capitalists.

Lose 20 points.

Your unsuccessful attempt to escape from the Soviet National Symphony in London has led to your arrest.

Lose 10 points and go to the Political Reindoctrination Center.

You have failed to attend three consecutive Worker's Conferences.

Lose 15 points.

You have been accused of buying an automobile from a capitalist country.

Lose 10 points.

Today is the anniversary of Lenin's death. You are released early from work to visit Lenin's Tomb.

Go to Lenin's Tomb.
No points.

You have been selected to represent your soviet in the Council of Nationalities.

Gain 25 points.

Your paintings of the Bolshevik Revolution have been accepted into the Hermitage.

Gain 10 points.

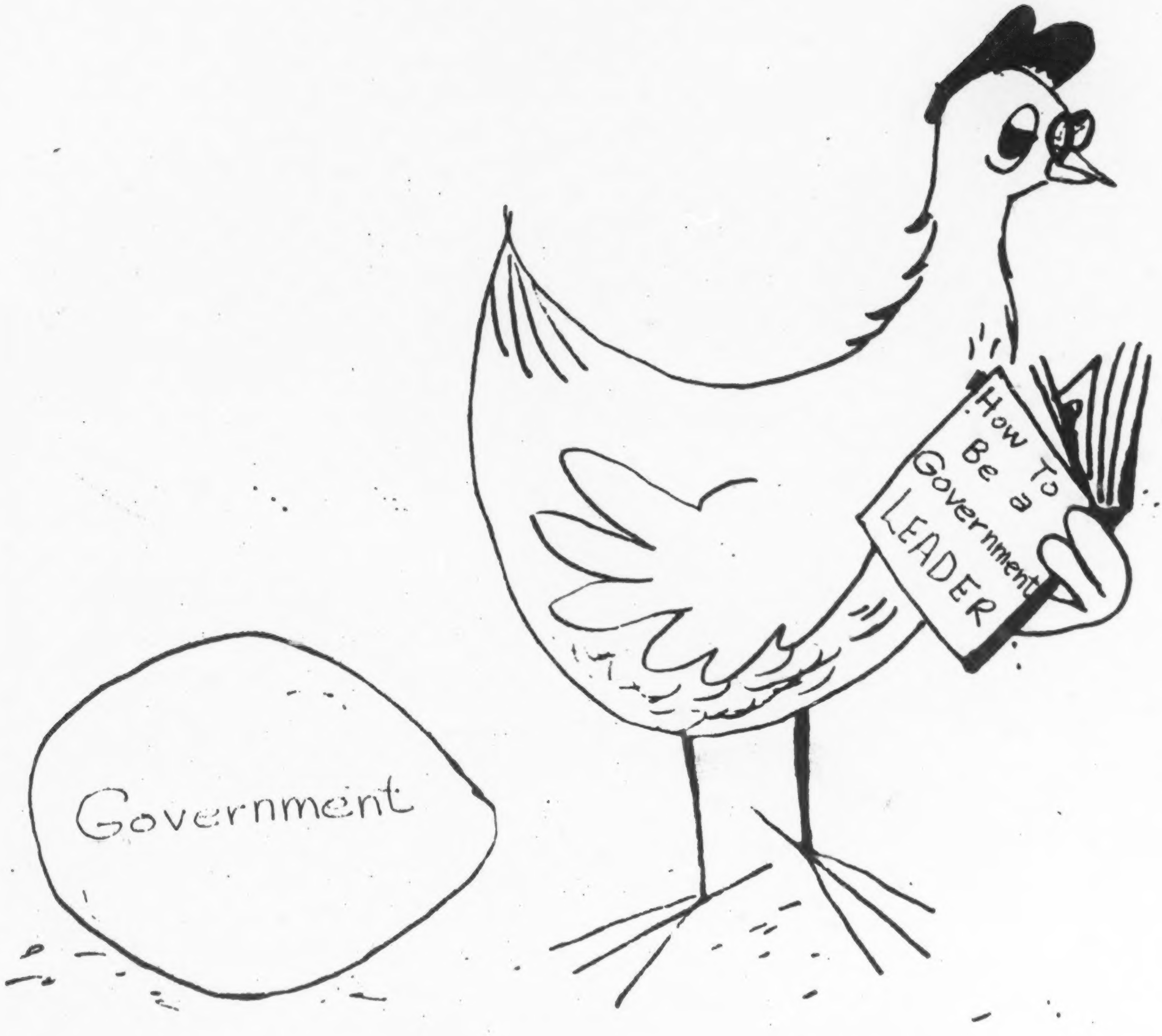
You have been selected to join the famous Bolshoi Ballet Company on a tour of the world.

Gain 6 points.

You have been selected to give a speech at the May Day Program.

Gain 10 points.

Go to the Political Reindoctrination Center for giving a public anti-Soviet speech.


How To
Be a
Government
LEADER
Government

LESSON PLAN # 10
TRANSPARENCY #1

APPENDIX

SUGGESTED STUDENT ACTIVITIES TO BE USED IN UNIT DEVELOPMENT

1. Dramatize on tape, with music and sound effects, a poem, a story, a play with events representing Soviet Life. It might be interesting to make color-lifts, transparencies, etc., to illustrate the dramatization.

2. Imagine you are an American correspondent in the Soviet Union. Your editor has assigned you to interview people in the Soviet Union from various walks of life (i.e., factory workers, collective farm workers, ballet artists, writers, etc.) on the question "How has urbanization influenced your particular way of life?"

3. Students could be involved in role-playing situations:

    a. Press conference with Soviet architect concerning planning and construction of a new apartment complex.

    b. Conduct a symposium with representatives from various republics meeting with government officials to discuss immediate problems and possible solutions that exist in their specific republic.

    c. Interview a Soviet cosmonaut who is presently touring the United States.

    d. Present a simulated T.V. program demonstrating "Change in the Soviet Union from the Revolution (1917) to the Present Day". (Emphasis could be placed on political, social, industrial, educational, cultural, etc., changes.)

4. Play the game "Kremlin" to help students see how party members can achieve a position of high standing in the Soviet Government (See Kremlin Game).

5. Students should be encouraged to construct bulletin boards applicable to the concepts under study.

6. Through recordings of Soviet folksongs and music, students could transform their impressions into some form of visual presentation. The use of a variety of media should be encouraged.

7. Have a debate on the question of the suitability of Moscow as the capital of the Soviet Union.

8. Construct a model of the ideal Soviet city for the year 2000.

9. Have students draw cartoons depicting various aspects of Soviet urban and rural life.

10. Plan a field trip to the Soviet Embassy in Washington, D.C.

11. Collect or draw interesting pictures, new articles, and maps dealing with the Soviet Union, and arrange these materials in the form of a bulletin board display entitled "Life in the Soviet Union."

12. Display on a bulletin board the "Life of a Soviet Worker -- Farming/Climate/Propaganda".

13. Organize a committee to go on an imaginary trip through the Soviet Union. Write up the journey and then tape it for presentation to the class accompanied by pictures, transparencies, slides, cartoons and/or other visuals available.

14. Construct a topographical model of the U.S.S.R., showing mountains, plains, rivers, lakes, and seas using clay, papier-mache or any other media. Compare the U.S.S.R. with the U.S.

15. Plan and present a program to be broadcast on the Voice of America in which American boys and girls tell Russian children about the American way of life.

16. Arrange an exhibit of artifacts relating to the Soviet Union, including charts, posters, cartoons, propaganda relating to space, free speech, education, religion, etc.

17. Draw a time-line chart showing important events in the Soviet Union from 1462 (Ivan the Great) to today. Include significant dates of happenings in the United States: 1492, 1620, 1776, 1917, 1918, etc.

18. Construct or draw a relief map of the Soviet Union showing the various time zones and how they are determined. Indicate between what parallels and meridians the mainland is located.

19. Illustrate in miniature the Growing Industrial Power of the U.S.S.R., including agriculture, water power, forest products, fisheries, mining, manufacturing, centers of manufacturing, and trade.

20. Make models or construct a bulletin board of people (cultures) of the Soviet Union and their dress.

21. Construct a collage of Soviet history including: 1917 revolt, satellite nations, present leadership, industry, collective farms, armed forces, Five Year Plans, etc.

22. Make a resources map of the U.S.S.R. using multi-colored symbols to identify the various resources.

23. Conduct a panel discussion of the topic "How Have the Five-Year Plans Influenced the Russian People?". Record the program by means of a tape recorder.

24. Develop a "Russian Cultural Center" in miniature for display, including examples of education and health, music, dancing, art, theater, social events, etc.

25. Dramatize a day in a typical Soviet Union school.

TERMINOLOGY

INDEPENDENT STUDY - a learning situation where a student undertakes a study based on his/her personal interest, proceeds at his/her own pace and usually, but not always, devises some means of sharing with the rest of the group.

INDIVIDUALIZED PRESCRIBED INSTRUCTION - a learning situation where the teacher creates certain goals to be achieved and the students work on an individual basis, possibly in a small group situation, to achieve these goals. In such a situation you could have each student working as an individual, but the area under study and the techniques used would be the same for each student.

LARGE GROUP - a learning situation involving usually, but not necessarily, more than one class of students for the purpose of conveying information and usually provides a "take-off" for small group, individualized prescribed instruction, or independent study.

SMALL GROUP - a learning situation designed for a small number of students (this would be a breakdown from the large group) where they, as a group, attempted to pursue a particular objective or goal initiated in the large group presentation.

EVALUATION - a continuous process which attempts to identify the student's achievement of his personal objectives and those of society around him. This could involve the use of teacher-made tests, standardized tests, pupil-teacher conferences, student self-evaluation, teacher observation and other suitable measuring devices.

PURPOSE OF ANY OVERVIEW LESSON

Motivation

Provide a common experience for each student in the class.

Provide a base for recall of past learning in the area.

Provide a visual and audial outline of the unit of study.

Ensure long-range planning on the part of the teacher.

Provide an initial exposure to instructional material available.

PROVIDE DATA FROM WHICH STUDENTS CAN FORMULATE HYPOTHESES FOR THE UNIT.

CONSIDERATIONS IN PREPARING SIMULATIONS

Suggested Elements:

A. Identify the objectives (behaviorally).

B. Construct a simplified model of the process or system.

C. Identify clearly the pupils' roles.

D. Produce and organize the supply of pupils' resources.

E. Provide each child with an explanation of the game's rules and of his particular goal.

F. The rules should be well defined.

G. An introductory session -- possibly a "walk through" -- should precede the playing of the game.

H. Does your game have an historical, or real life base?

I. Will it excite the children and make them want to play?

J. Are the rules too complex for the age level for which the game is intended?

K. How long will it take to play the game?

L. Plan a follow-up activity.

PAMPHLETS

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